Estonian
for Missionaries

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How Do I Use This Book?

What is This Book?

Preach My Gospel teaches that you should focus your language study "on improving your ability to communicate and teach during scheduled activities" (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language (*Preach My Gospel*, 127).

Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are designed to help you create a language study plan as directed in chapter 7 of *Preach My Gospel*. You don't have to do all the activities, and you don't have to do them in any particular order. It is up to you to choose activities that will help you learn new vocabulary and grammar principles, practice your ability to listen, and improve your ability to read and write. These activities can be done in personal study, with your companion, or with native speakers.
- **Appendix.** While you will find some tables with verb endings and conjucations charts throughout the book, the appendix has additional information on how to form adjectives, adverbs, and nouns; transitive and reflexive verbs; less common endings; passive stems; and casing the ma-infinive. You will also find additional examples of the genitive, partitive, s-cases, and l-cases.
- **Missionary Tasks.** Basic sentence structures and vocabulary needed for common missionary tasks.
- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations will prepare you to respond to members and investigators' questions or handle challenging situations.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.

Remember

"As your ability to speak the language grows, people will listen more to what you say than to how you say it. . . You will be better able to respond to the needs of investigators and the promptings of the Spirit" (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

Ask Yourself This as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can mastering this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- How am I using my language study time in a way that will help me to improve my ability to communicate with the people?

Feedback

We want to know what you think about the book and how it has impacted your language learning experience!

- How are you using this book to learn your mission language?
- What about this book is most helpful to you? Why?
- Do you have additional suggestions?
    - grammar principles
    - activities
    - corrections

Send a quick message with your mission language in the subject line to formissionaries@mtc.byu.edu.

Grammar-Task Index

The grammar-task index is intended to be a quick reference so you can focus your language study improving your ability to teach specific gospel principles or perform missionary tasks. Because the content in each of the lessons in *Preach My Gospel* is different, your need to understand specific grammar principles will vary based on the lesson you will be teaching. You can **use this list to help you determine which grammar principles to study based on the needs of your investigators and planned daily activities.**

The grammar principles are divided into two columns, basic and additional, so you can study grammar principles based on your understanding of the language.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	Pronouns and Conjugations; The Genitive Case	Conditional Verbs; Objects
The Gospel Blesses Families	Pronouns and Conjugations; Adjectives	Objects; Telling Time
Heavenly Father Reveals His Gospel in Every Dispensation	The Simple Past Tense; Sentences and Word Order	Telling Time; The Past Passive
The Savior's Earthly Ministry and Atonement	The da-Infinitive; The ma-Infinitive	The Simple Past Tense; The Perfect Tenses
The Great Apostasy	Adjectives; Adverbs; Quantifiers	The Present Passive; The Past Passive; Using the Passive Correctly
The Restoration of the Gospel of Jesus Christ through Joseph Smith	The Simple Past Tense; The ta- and ga-Cases	Conditional Verbs; Using Numbers
The Book of Mormon: Another Testament of Jesus Christ	Adjectives; Prepositions and Postpositions	The Simple Past Tense; The Perfect Tenses
Pray to Know the Truth through the Holy Ghost	Conditional Verbs; Command Form	Negative Command Form; The da-Infinitive
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Questions; Conjunctions; The Simple Past Tense	The Perfect Tenses
The Creation	The Perfect Tenses; Conditional	Conjunctions
Agency and the Fall of Adam and Eve	The Simple Past Tense; The Past Passive	Plurals; Objects
Our Life on Earth	Adjectives; Prepositions and Postpositions	Telling Time; Adverbs
The Atonement	Adjectives; Conditional Verbs; The ks-Case	Pronouns and Conjugation; The Simple Past Tense
The Spirit World	Conditional Verbs; Reflexive Pronouns	Prepositions and Postpositions
The Resurrection, Judgment, and Immortality	Conditional Verbs, Reflexive Pronouns	Using the Passive Correctly
Kingdoms of Glory	Numbers; Conditional Verbs	Using Numbers; Comparatives

Lesson 3		
Through Christ We Can Be Cleansed from Sin	The ks-Case; Conditional Verbs; Adjectives	Prepositions and Postpositions; The ks-Case
Faith in Jesus Christ	The da-Infinitive; The ma-Infinitive	The sse-Case; Conditional Verbs
Repentance	Conditional Verbs; Reflexive Pronouns; Transitive and Reflexive Verbs	Compound Verbs; The st-Case
Baptism, Our First Covenant	Objects; Reflexive Pronouns	The Past Passive; Numbers
The Gift of the Holy Ghost	The Present Passive; Objects	The Genitive Case; Adjectives
Endure to the End	Prepositions and Postpositions; Compound Verbs	Compound Verbs; The ni-Case
Lesson 4		
Obedience	Adjectives; The ma-Infinitive	The le-Case; The Genitive Case
Pray Often	Commands; Conditional Verbs	Telling Time; Objects
Study the Scriptures	Objects; the Gerund	The Past Passive; The Simple Past Tense
Keep the Sabbath Day Holy	The ks-Case; Verb Endings	Objects; Quantifiers
Baptism and Confirmation	The Present Passive; Prepositions and Postpositions	Plurals; Using Numbers
Follow the Prophet	Objects; Command Form	The Present Passive; The l-Cases
Keep the Ten Commandments	Using Numbers; Conditional Verbs	The Simple Past Tense; Quantifiers
Live the Law of Chastity	Sentences and Word Order; Conditional Verbs	The ta- and ga- Cases
Obey the Word of Wisdom	Conditional Verbs; Prepositions and Postpositions	Verb Endings; Reflexive Pronouns
Keep the Law of Tithing	Numbers; Adverbs	The Genitive Case; Compound Verbs
Observe the Law of the Fast	Objects; Telling Time	Questions Part One; Reflexive Pronouns
How to Donate Tithes and Offerings	Pronouns and Conjugation; The l-Cases	Reflexive Pronouns; Command Form
Obey and Honor the Law	The Present Passive; Objects	Using Numbers; The ni- and na-Cases
Lesson 5		
Priesthood and Auxiliaries	The Genitive Case; Numbers	Quantifiers; The Perfect Tenses
Missionary Work	Compound Verbs; The ks-Case	Conditional Verbs; Sentences and Word Order
Eternal Marriage	Telling Time; Adjectives	Quantifiers; Adverbs
Temples and Family History	The Simple Past Tense; Plurals	Prepositions and Postpositions; Compound Verbs

Service	Prepositions and Postpositions; Adverbs	Time and Date; Reflexive Pronouns
Teaching and Learning in the Church	The ma-Infinitive; Objects	The l-Cases; The ni- and na-Cases
Endure to the End	Compound Verbs; The ni- and na-Cases	Command Form; Conditional Verbs
Missionary Tasks		
Ask Questions	Questions; The da-Infinitive; The ma-Infinitive	The Present Passive; The Past Passive
Conduct a Meeting	Objects; Quantifiers; The l-Cases	The Present Passive; The ks-Case
Explain Priesthood Ordinances	Adjectives; The Present Passive; The Past Passive; Using the Passive Correctly	Questions; The l-Cases
Extend Commitment Invitations	Time and Date; Command Form	Conditional Verbs; The da-Infinitive
Follow Up on Commitments	Time and Date; Command Form	The Simple Past Tense; Objects
Get to Know Someone	Questions; Pronouns and Conjugations	The ks-Case; Numbers
Give Directions	Commands; The Present Passive	Prepositions and Postpositions; Adverbs
Help People Resolve Their Concerns	Questions; Conditional Verbs	The l-Cases; The Simple Past Tense
Make a Telephone Call	Questions; Conditional Verbs	Numbers; Telling Time
Make Appointments	Time and Date; Questions; Conditional Verbs	Adverbs; Prepositions and Postpositions
Make Purchases	Numbers; Conditional Verbs	Questions; Using Numbers
Meet Someone	Questions; Adjectives	Pronouns and Conjugation; The da-Infinitive
Obtain Referrals	Questions; Conditional Verbs	Objects; The l-Cases
Offer a Prayer	Commands; Objects	Conditional Verbs; The da-Infinitive
Perform Priesthood Ordinances	Objects; Pronouns and Conjugations	The l-Cases; Prepositions and Postpositions
Plan Daily and Weekly Activities	Questions; Time and Date; Telling Time	Numbers; Using the Passive Correctly
Share an Experience	Pronouns and Conjugations; Sentences and Word Order; Plurals; Objects	Transitive and Reflexive Verbs; Quantifiers; Adjectives
Talk with Everyone	The ta- and ga-Cases; The ma-Infinitive	Reflexive Pronouns; Conditional Verbs
Teach Others How to Pray	Commands; Conditional	The ma-Infinitive; Sentences and Word Order
Testify	Pronouns and Conjugations	Conjunctions; The da-Infinitive
Use the Scriptures	Questions; The Present Passive	Adjectives; Using Numbers

Alphabet and Pronunciation

Explanation

Estonian pronunciation is relatively straightforward. It is almost without exception a phonetic language, which means that what you see is what you say. There are two main exceptions to this rule, which will be discussed later in the chapter.

Form

The Alphabet

The Estonian alphabet consists of the following letters, in order:

a, b, d, e, g, h, i, j, k, l, m, n, o, p, r, s, t, u, v, õ, ä, ö, ü

The letters c, q, w, x, and y are used only in foreign names where the spelling is important (New York, Christina, etc.). The letters f, š, z, and ž are used only in foreign "loan words" where pronunciation is important like *žilett* (razor), *tšekk* (receipt), *džungel* (jungle), *telefon* (telephone), etc.

Pronunciation

Vowels

a	Similar to the "a" sound in father, but further back in the throat, like the "u" in but or the "o" in come.
e	Similar to the "e" sound in pen or bed, but pronounced with the tongue pushed forward more, like the "i" in in.
i	Very similar to the long "e" sound in English, as in feel, meet, and sea.
o	Similar to the "o" sound in pour or old.
u	Very similar to the "oo" sound in the words food, and moon, but with the lips more rounded.
õ	The most unique sound in Estonian, this vowel is considered difficult to pronounce for most foreigners. It can be described as coming from deep in the throat, much deeper than any letter in English. A reasonable way to form the sound is to voice the "oo" sound as in food and then pull the lips back, as if smiling, without moving the tongue.
ä	Pronounced like the "a" in the words cat and back, but sharper.
ö	This vowel does not have an English counterpart; it is pronounced by voicing the letter "e" as in bed or fell, and pulling the lips forward, forming an "o" without moving the tongue. Similar to, but not the same as, the "ir" sound in girl.
ü	Another vowel that does not exist in English, ü is formed by voicing the letter "ee" as in feed and peel, and pulling the lips forward, forming an "o," without moving the tongue. Although you will be tempted to pronounce this vowel like the letter "u," its sound is much closer to the "ee" sound.

Consonants

For the most part, the Estonian consonants are very similar to their English counterparts. The most important exceptions are given here.

- **t** - If pronounced wrong, "t" is one of the most clear signs that someone has an American accent. The English "t" is made with the tongue on the roof of the mouth, but in Estonian the tongue is placed **on the back of the teeth** instead. This gives it a much softer, and slightly more airy sound.
- **r** - Rolled, like in Spanish or other European languages. Usually, it is only **rolled once**, making its sound similar to that of a soft "d" as opposed to the long "trill" of Spanish and Italian. Some Estonians roll their "r" in the back of their throat as opposed to with the tip of their tongue. Both are fine, although the throat version is less common.
- **b**, **g**, and **d** - These three consonants are the "soft" versions of "p," "k," and "t," respectively. They are never used at the beginning of a word (except foreign loan words), and when they are in the middle or at the end of a word they are pronounced much less audibly than in English.
- **h** - When at the beginning of a word, it is either very soft or left out entirely. For example, the word *hammustama* (to bite) will often sound like *ammustama* when said by a native.
- However, when "h" is in the middle of a word, it is pronounced much more strongly. For example, in the words rahvas (people), *tähtis* (important), and other similar words, the "h" is pronounced with a strong puff of air. Note that the sound is not "rough" as in German or Russian, but it is still much more pronounced than in English.
- The exception to this rule is when the "h" is between two vowels, as in words like *pähe* (into the head) or *maha* (to the ground). In cases like this, the "h" is pronounced much more softly than when it precedes a consonant, but still not quite as softly as at the beginning of a word.

Emphasis

One of the easiest parts of Estonian pronunciation is emphasis. With only one exception, the **emphasis in Estonian words goes on the first syllable**. The only exception that is not a loan word is *aitäh* (thank you), which is pronounced with the emphasis on the last syllable (*ai-TÄH*).

In loan words like *Ameerika* (America), *konkreetne* (specific), *žongleerima* (to juggle), and others, the emphasis can be on syllables other than the first one. Most of the time, the syllable with emphasis will be indicated with a double vowel, as in *kon-KREET-ne* and *a-MEE-rik-la-ne*, but not always, as in *fan-TAS-ti-li-ne* (fantastic).

Dipthongs

Estonian diphthongs (two or more vowels in a row) are always pronounced simply as the individual vowels one after the other, no matter how many vowels there are (favorite examples are the compound words *õueaiaäär* or *kuuuurija*). Even in these words, the rule is the same: **each vowel is pronounced individually.**

An important part of diphthongs in Estonian is the concept of "flat" diphthongs. In English, all long vowels almost always consist of a combination of different sounds. For example, the diphthong in the word *loud* in English starts with the "ah" sound and changes to the "oo" sound.

In Estonian, many diphthongs use the same vowel twice in a row. For example, in the word *need* (those, these), the "eh" sound **does not change** (it is similar to the English name "Ned," but the vowel is held for longer). The tendency is for English speakers to pronounce this diphthong like "ei" (as in *braid* or wade) but this is incorrect. In fact, the word *neid* is a totally separate case of the same word, and pronouncing the two the same way can lead to confusion.

Palatalization

Palatalization is one of only two parts of Estonian pronunciation that are not immediately apparent from the written word. It refers to the practice of "softening" consonants in certain words. Some examples of common words that are palatalized are *kass* (cat), *võti* (key), *asi* (thing), and *sall* (scarf). In some grammar books and dictionaries, palatalization will be indicated with punctuation (*ka'ss*, *võ'ti*), but in normal written Estonian it is not. Instead, you will simply have to remember which words are palatalized.

Palatalization is an important part of sounding like a native, but there are some cases where the meaning of a word can change based on whether or not it is palatalized, like *palk* (salary) and *pal'k* (beam).

Non-Estonian listeners sometimes mistakenly think that the palatalization effect is achieved by making an "i" sound before or after the consonant (for example, pronouncing *kass* like *kaiss*), but this is not the case. It is **made by pressing the tongue against the roof of the mouth** (also called the palate, hence the name "palatalization") **while sounding the consonant**, giving it a "soft" or "cute" sound. Palatalized consonants are, in fact, described sometimes as "childish-sounding" by foreigners.

It is difficult to describe in writing how to correctly produce palatalized consonants, and the best way to learn is to actively listen to native speakers when they use them.

Duration

Both vowels and consonants in Estonian can be "long" or "short," and they are different only in the length of the sound. This means that the words "sada" (hundred) and "saada" (to get, receive) are different only in that the first "a"-sound is held for longer, **not** because any sounds change when the sound lengthens. This is indicated in written langauge by using the same letter multiple times (tuled, tuuled) or with a soft or hard version of the same sound (tibu, tipu). In addition to long and short sounds, Estonian has a unique, "extra long" sound. An example of this can be seen in these words:

1st duration	2nd duration	3rd duration
tibu	tipu	tippu

Since we do not have such extreme variation in the duration of our sounds in English, the third duration may sound strange at first to English speakers. A rare example of a word in English that could be said to contain a "third duration" sound is "unnamed." If pronounced slowly, the "n"-sound is very similar to a third duration "n"-sound in Estonian.

Duration is the second and last part of Estonian pronunciation that is not expressed in writing. For some words, such as *tibu*, *tipu, tippu,* it is obvious what duration the sound should be. However, the word *linna* (city, nominative: *linn*) can be either second or third duration depending on context (the partitive and short illative cases are third duration, the genitive is second).

Activities

A. Pronunciation Practice

Correctly pronounce the following words making sure to emphasize the appropriate syllable (usually the first). Say them to your companion or a native speaker. Check your answers.

1. sõna
2. õnn
3. õde
4. peaaegu
5. füüsiline
6. selestiline
7. rohkem
8. evangeelium
9. misjonär
10. ütlema

B. Hymn Pronounciation

Read "Olen Jumala laps" (words below) out loud. Syllables are separated by a space or a dash. Pronounce each syllable by itself as you read through it. Focus on pronouncing each letter correctly. Pay special attention to diphthongs (two vowels together). Have a more advanced speaker check your pronunciation. Pick a few other hymns that you would like to learn in Estonian and read them out loud as well.

1: O-len Ju-ma-la laps, mind sii-a saa-tis Ta. Mul mai-se ko-du an-dis Ta ja kal-lid va-ne-mad.
Refrään: Ju-ha-ta-ge, ai-da-ke mul lei-da õi-ge tee, e-la-maks koos Te-ma-ga, mis te-ge-ma pean veel.
2: O-len Ju-ma-la laps, mul a-bi tar-vis teel, et Te-ma sõ-nu mõis-tak-sin, kui po-le hil-ja veel.
3: O-len Ju-ma-la laps, mind õnn on oo-ta-mas. Kui õ-pin kä-sud täit-ma kõik, Ta juur-de pää-sen taas.

C. Diphthong Practice

The following list consists of words that contain a dipthong. Pay attention to how natives pronounce them and try to imitate making the same sounds. Practice this list with a native and have them coach you.

1. need
2. neid
3. tõusma
4. õe
5. aeg
6. ideaal

D. Palatalization Practice

The following list consists of words that are palatalized. Pay attention to how natives pronounce them and try to imitate making the same sounds. Practice this list with a member and have them coach you.

1. kass
2. pann
3. asjur
4. õnn
5. võtmed
6. rott
7. hotell
8. palju
9. tunnistama

E. Palatalization Listening Practice

Pay attention to how natives palatalize certain words or create your own list of palatalized words. Share this list with a member and have them coach you on how to pronounce them.

F. Duration Practice

The following list consists of words that have multiple meanings depending on their duration. Pay attention to how natives pronounce them and try to imitate the duration they use. Practice this list with a member and have them coach you.

1. maja, majja (3rd duration)
2. sina, sinna (3rd duration)
3. sada, saada, saada (3rd duration)
4. lina, linna, linna (3rd duration)
5. tule, tuule, tulle
6. kooli, kooli (3rd duration)

G. Scripture Activity

Have a member read Moroni 10:4–5 out loud and pay attention to how they sound out the words. Then read it out loud yourself and have the member stop and correct you on your pronunciation. After mastering this scripture, choose another and try to apply the sounds the member had you practice.

H. *Preach My Gospel* Activity

Read a passage aloud from *Jutlusta Minu Evangeeliumi.* Keep track of the vowels with accents and take your time sounding out any that you struggle with.

I. Language Study Plan Activity

Natives are your most valuable source of help for learning Estonian. Constantly pay attention to not only what people say but how they say and pronounce it. Repeat phrases you hear over and over again and imitate how natives speak. Have them critique you on your pronunciation. Consistent effort and practice will allow you to sound like a native.

Cases

Examples

Ta teab vähe meie **kirikust**.	He knows little **about** our **church.**
Misjonärid peavad alati õpetama **Vaimuga.**	Missionaries must always teach **with the Spirit.**

Explanation

In Estonian, the relations between words in a sentence are explained through cases. Nouns (including pronouns) can be put in 14 cases, each of which indicates what the word's "job" is in a sentence.

The only examples of cases we have in English are "I" vs. "me," "he" vs "him," etc. We use, for example, "me" to show that I am the object of the sentence, not the subject. The same principle applies in Estonian, except that they have many more cases, which all mean something different.

Examples

Hoone on punane. (Nominative)
The building is red.

Ma ei saa **hoonest** aru. (*st*-case)
I don't understand the building.

Ma läksin **hoonesse**. (*sse*-case)
I went into the building.

Form

While we have given a brief description of what each case is intended to mean, it is critical to realize that you **cannot** translate cases to mean one specific thing. For instance, the "l-case" can in **some cases** mean "on," but other times it can show possession, indicate the direction of a postposition, be used in place of the verb "to have," indicate an indirect object, and many others.

Do not try to learn a "translation" for each case. Instead, learn different instances where you will use each case (see the individual cases' chapters and the *Case Usage Appendix*). For example, the *st*-case is used with the verb *aru saama* (to understand), and the *le*-case is used with the verb *andma* (to give). This might not be as simple as memorizing a list of meanings, but it will be much more useful in both understanding and speaking.

	Example	**"Meaning"**
Nominative	raamat	subject
Genitive	raamatu	"of"
Partitive	raamatu/t	"part of"
-sse	raamatu/sse	"into"
-s	raamatu/s	"in"
-st	raamatu/st	"out"
-le	raamatu/le	"onto"
-l	raamatu/l	"on"
-lt	raamatu/lt	"off"
-ks	raamatu/ks	"becoming"
-ni	raamatu/ni	"until"
-na	raamatu/na	"as"
-ta	raamatu/ta	"without"

-ga	raamatu/ga	“with”

Note: Every case has a linguistic name (like “comitative” for the *ga*-case and “ablative” for the *lt*-case). Aside from the first three (nominative, partitve, and genitive), they are used only in advanced grammar books. Even native speakers might not know the actual names of all the cases, and you do not need to learn them.

See the individual chapters on each case and the Case Usage appendix for more explanation and examples of their uses.

Memorizing Cases

Every case after nominative, genitive, partitive, and partitive plural is formed, without exception, by adding the ending given here to the genitive case. This means that **for every word you learn, you should memorize the nominative, genitive, partitive, and partitive plural** (see the *Plurals* chapter), since all other cases can be formed from these four cases. These four cases are also sufficient for forming the plural form of every case (see the *Plurals* chapter).

Personal Pronouns

When using a case with a personal pronoun (*mina, teie,* etc.), sometimes there are two possible forms. The first, which is made by simply adding the case to the genitive form, is always correct. This is shown below with the *ga*- and *ni*-cases.

***ga*-case**		***ni*-case**	
minuga	*meiega*	*minuni*	*meieni*
sinuga	*teiega*	*sinuni*	*teieni*
temaga	*nendega*	*temani*	*nendeni*

The *l*-cases (*-le, l, -lt*) will often use the short form, which is shown below.

***le*-case**		***l*-case**		***lt*-case**	
mulle	meile	mul	meil	mult	meilt
mulle	teile	sul	teil	sult	teilt
talle	neile	tal	neil	talt	neilt

Although these short forms exist, the normal forms (*minule, nendelt,* etc.) are still correct, but simply used less often. Also note that these short forms are used only with the *l*-cases, the *st*-case (*neist*), and **occasionally** the *s*-case (*meis*). Its use with other cases (*musse, taks, neiga*) is incorrect.

Activities

A. Companion Activity

Discuss with your companion the question, “What is a case?” Discuss what individual cases are and how they may be used.

B. Recognizing Cases

Circle the nouns and adjectives in this paragraph from *Preach My Gospel* and write which case they are in. Explain to your companion **why** each word is in the case it is in. You can look at the English text below for help.

> Jeesusel Kristusel on Jumala plaanis keskne osa. Kristuse lepitav ohverdus sai jagu nii füüsilise kui ka vaimse surma tagajärgedest. Igaüks meist tõuseb üles ja elab igavesti füüsilise kehaga, mis ei tunne valu ega haigust. Kristus tegi võimalikuks jagusaamise ka vaimsest surmast. Kui me elame Tema evangeeliumi järgi, andestab Ta halastavalt meie patud. Ta teeb meid terveks ning asendab süü ja häbi siin elus rahu ja õnnega.
>
> *Jesus Christ is central to God's plan. Christ's atoning sacrifice overcame the effects of both physical and spiritual death. We will all be resurrected and will live forever with physical bodies free of pain and sickness. Christ also made it possible to overcome spiritual death. As we live His gospel He will mercifully forgive our sins. He will heal us and replace guilt and shame with peace and happiness in this life. (Preach My Gospel, 56)*

C. Scripture Activity

Read the following verses in the Book of Mormon and write down all nouns and adjectives you can find. Identify which case they are in. Check your answers in the back of this book. Explain to your companion why each of the words is in the case it is, and how some of the doctrine could be changed if the improper cases were applied.

1 Nefi 1:18	Alma 36:21
3 Nefi 11:15	Moroni 10:4–5

Pick another passage of scripture you might use in your teaching today and read it, looking for adjectives and nouns, and identify their cases.

D. *Preach My Gospel* Activity

Read "Taevane Isa ilmutab oma evangeeliumi igal ajajärgul" on page 32 and "Kristuse valgus" on page 90 of *Jutlusta Minu Evangeeliumi.* Notice all the different ways "evangeelium" is written. For each time you find the word, explain to your companion what the case tells you about its role in the sentence.

E. Language Study Plan Activities

1. Practice reading from Mormoni Raamat or other church materials in Estonian and pay attention to the use of cases. Which cases seem to be used most frequently? Do some cases seem to be used more frequently with certain gospel principles?

2. Read aloud from Mormoni Raamat with a member. Ask them to correct your pronunciation and check to make sure that you are pronouncing the cases on the ends of the words and are understood.

Gradiation

Explanation

Gradation is the name for when words change their sounds or letters in different cases. It can be one of the most unpredictable features of Estonian, and it is impossible to assemble a list of rules about gradation that will apply to every word, every time. As such, this chapter is meant to serve as a reference to help you understand why some words behave like they do in certain cases, but do not try to memorize all of these rules in order to "guess" the cases of new words. As you are more and more exposed to Estonian, you will develop a sense of which new words might behave in what cases, but there will always be exceptions.

Usually, and especially at first, it will be much easier to simply memorize the four basic forms of new words (for nouns: nominative, genitive, partitive, and partitive plural; for verbs: *ma*-infinitive, *da*-infinitive, stem, and *tud*-form) and form other cases from those.

Note: Although gradation is a basic part of Estonian, it can be an extremely difficult concept to master, and you will likely be better served (especially at first), by simply memorizing the four basic forms of verbs and instead focusing your study on other principles.

Form

The details of gradation are quite complicated. Words can experience *laadivaheldus* (changing of a letter), *vältevaheldus* (changing of duration), or both. Regardless of which words experience which type of gradation, any word will alternate between only two forms: the **strong (hard) form** and the **weak (soft) form**. You can easily memorize these two forms without having to worry about the details of whether they are the result of *laadivaheldus* or *vältevaheldus*, and this chapter will not distinguish between the two.

In this chapter, there are many examples of strong and weak forms of words. To make it simpler, **strong forms will be underlined, and weak forms will not**. Nouns will always be listed in the order of *nominative, genitive, partitive.* Verbs will always be listed in the order of *ma-infinitive, da-infinitive, stem*.

Possible Gradation Patterns

The following tables will show you most of the possible ways in which a syllable or letter can gradate. Be aware that there are always exceptions in Estonian, and not all words with these letters will gradate in the ways shown here (or at all). This is not a list of **all** gradation patterns. There are some very uncommon patterns you might encounter that are not given here.

- Simple Change in Duration or Quality

Hard	Soft	Example
p	b	silp, silbi, silpi
t	d	paat, paadi, paati
b	v	leib, leiva, leiba
d	j	sõda, sõja, sõda
g	j	selg, selja, selga

Hard	Soft	Example
kk	k	pakk, paki, pakki
pp	p	lipp, lipu, lippu
tt	t	kott, koti, kotti
ss	s	poiss, poisi, poissi
k	g	palk, palga, palka

- Omission/Addition of a Consonant - Notice that most of these examples focus on the consonant changes. Words with gradation can experience vowel changes as well, although they are not technically a part of gradation.

Hard	Soft	Example
b	-	kuub, kuue, kuube
d	-	laud, laua, lauda
g	-	mägi, mäe, mäge

Hard	Soft	Example
me	i	võti, võtme, võtit
dme	e	ranne, randme, rannet
tra	er	vaher, vahtra, vahert

• More Complicated Ending Changes

Hard	Soft	Example
-ida	-ea	rida, rea, rida
-idu	-eo	pidu, peo, pidu
-iga	-ea	siga, sea, siga
-igu	-eo	tigu, teo, tigu
-egu	-eo	tegu, teo, tegu

Hard	Soft	Example
-uba	-oa	tuba, toa, tuba
-ugi	-oe	tugi, toe, tuge
-ugu	-oo	lugu, loo, lugu
-üsi	-öe	süsi, söe, sütt
-äsi	-äe	käsi, käe, kätt

Gradation and Duration

Quite often in Estonian, the only difference between two cases of a word will be the duration (see chapter 1, "Alphabet and Pronunciation"). In these cases (even more so than others), it is very important that you hold the syllable for the correct duration. The difference will almost always be between the second, or "long" duration (as in the genitive *linna*) and the third, or "extra long" duration (as in the partitive *linna*). It can be helpful in these cases to imagine the words in the third duration as having three of the extra long letters (*linna = linnna, võtta = võttta*). Note that not all third duration words use double letters (*lauda, kirja, maksu,* etc. are all 3rd duration).

The best way to practice duration is simply to listen to native speakers. You will most likely want to prepare a list of words that alternate between the second and third duration and sit down with a native speaker to have them help you pronounce them correctly.

Predicting Cases/Forms

Notice from the tables above that not all words will follow the same pattern with regards to hard and soft forms. Some words use the pattern soft → hard → soft, others hard → soft → hard, and others use other combinations. The following rules will help you be able to predict the gradation of other cases and forms of most words. As with almost everything in Estonian, there may be exceptions to these rules, but you will be correct most of the time if you follow them.

Rules for Nouns:

- The **nominative** and **genitive** cases will usually use **opposite** gradations.
- The **nominative** and **partitive** cases will usually use the **same** gradation.
- The **partitive plural always** uses the **hard** gradation.

Rules for Verbs:

- The ***ma*-infinitive** always uses the **hard** gradation.
- The ***tud*-form** always uses the **soft** gradation. Some words, like *tundma - tuntud*, where the *-tud* ending is combined with a consonant from stem of the verb, might be exceptions to this pattern.
- The ***da*-infinitive** and **stem** will usually use **opposite** gradations.

Activities

A. Practicing Duration

Read the following words out loud. The bold words use the third duration. Pay attention to the subtle pronunciation changes. Ask a native speaker to check your pronunciation.

1. küünal, küünla, küünalt
2. laine, laine, lainet
3. kuum, kuuma, kuuma
4. mahl, mahla, mahla
5. haarama, haarata, haaran, haaratud
6. paar, paari, paari
7. karjuma, karjuda, karjun, karjutud
8. uurima, uurida, uurin, uuritud

B. Recognizing Gradation

The following words may or may not experience gradation. On a separate sheet of paper, write out the three first cases of nouns and the *ma*-infinitive, *da*-infinitive, the stem and the *tud*-form of verbs. Determine whether the word experiences gradation, and if it does, underline the hard forms. Check your answers.

1. jõud
2. pesema
3. käsi
4. liikuma
5. õpetaja
6. sõda
7. süda
8. aasta

C. Finding Gradation Forms

Many of the nouns and verbs in the following passage experience gradation. It may not be obvious at first glance which words do or do not. Read the passage and write down all words that experience any form of gradation. Check your answers. For those words, write down the four basic forms (*nom, gen, part,* and *part. pl.* for nouns and *ma-, da-, tud-,* and stem for verbs) and identify which forms are hard and which are soft.

> Jeesuse Kristuse evangeelium määratleb nii sinu sõnumi kui ka su eesmärgi, see tähendab, et see selgitab, mis on misjonitöö ja milleks seda tehakse. Päästja määratles oma evangeeliumi osana mõned väga olulised algõpetused. Ta tuli maailma, et täita oma Isa tahet ja Tema Isa saatis Ta maailma, et Ta tõstetaks ristile. Tema lepituse ja ülestõusmise tõttu tõstetakse kõik inimesed üles Kristuse ette, et nende üle mõistetaks kohut nende tegude põhjal, olid need siis head või halvad. Neid, kes usuvad Kristusesse, parandavad meelt oma pattudest ja saavad Kristuse nimel ristitud, võidakse pühitseda Püha Vaimu kaudu. Kui nad peavad lõpuni vastu, seisavad nad viimasel päeval Kristuse ees määrdumatuna ja lähevad Issanda rahusse. Kristus peab neid Isa ees süütuks. Ta on nende Vahemees ja Eestkostja. Need, kes ei jää lõpuni ustavaks, saavad "tulle visatud … Isa õigluse pärast."

D. Translate

On a separate sheet of paper, translate these sentences to English. Check your answers.

1. Mis on tõe hind?
2. Jumal käskis Moosesel laeva ehitada.
3. Ma ei tea ühtegi laeva, mil ei ole päästepaate.
4. Kumma uurijaga me täna kohtume?
5. Kui vaja, siis Jumal annab mulle jõudu raskeid asju teha.
6. Misjonärina pean ma kõikjal käima kaaslasega.
7. Jumal ei taha, et me kannataksime.
8. Järgmine kohtumine on meil pargis!

E. Translate

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. Let's go to the park; there're definitely people there to talk to.
2. In order to know Estonian better, I study every day.
3. Let's get going, or we won't make it to church in time!
4. When is our lesson?
5. When you're baptized, the person performing the ordinance takes your hand in his.
6. Pass me that knife, please.
7. Yesterday I hit my toe on the closet!
8. I have a feeling that everything will be alright.

F. Writing

Using the words from Activity A and Activity B, create your own sentences with different cases of the words.

G. Speaking

Pay attention as you and your companion speak today. Consciously try to use words that experience gradation. Pay attention to your pronunciation!

H. Scripture Activity

Choose one of your favorite scriptures that contains words that use gradation (Hint: almost every scripture does). Write down how you would explain it in your own words, focusing on using gradation to correctly explain the doctrine of the scripture. Have your companion or a native speaker check your explanation for correctness. Then practice explaining the scripture to a native speaker or your companion in the role of one of your investigators. Get feedback on how well you used these grammar principles and set goals to share your scripture with an investigator.

I. *Preach My Gospel* Activity

Go to the principle "Elu enne maa peale tulekut: eesmärk ja plaan, mis Jumalal on meie jaoks" and write down at least 10 words whose gradation you are unfamiliar with. Then use your own sentences with these words correctly formed to teach this principle to your companion or a native speaker as if he or she were one of your investigators. Talk about what God wants for us and how He influences us. Also talk about how you feel about God's plan. Get feedback on your use of gradation.

J. Language Study Plan Activities

1. Find a scripture that you could frequently use while teaching that shows gradation. Memorize the scripture and practice using it to teach your companion a principle it contains or illustrates. See if you can think of phrases that use gradation in a similar way to your scripture and incorporate them into your teaching.
2. Listen carefully when native speakers talk. Try to anticipate how they will use gradation before they actually use it and make a note of any differences between what you expect and what they actually say.
3. Create sentences using various gradation patterns and add them to your lesson plans. Go over your lesson plans and correct any errors where gradation should have been used differently. After making the corrections, have your companion check over your lesson plans.

Asking About and Expressing a State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God is our Father and we are His children. (Pronouns and Conjugations)
- The Lord is not unjust. (Sentences and Word Order)
- What is a prophet? (Questions Part One)
- Are you a faithful person? (Questions Part Two)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- God Is Our Loving Heavenly Father (Who is God? What is our relationship to Him?)
- The Great Apostasy (What is an apostasy? What is missing during an apostasy?)
- The Restoration of the Gospel (What is the Restoration? What is a prophet? Who is the prophet?)
- Pre-Earth Life (What was our life like before we came to Earth?)
- The Atonement (What is the Atonement? Can it help everyone?)
- Faith in Jesus Christ (What is faith? Who is Christ?)
- The Covenant of Baptism (What is baptism? What is an ordinance? What is a covenant?)
- The Gift of the Holy Ghost (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- The Law of Chastity (What is chastity?)
- The Word of Wisdom (What is the Word of Wisdom? Why has God given us this commandment?)
- Eternal Marriage (Why is family important to the Lord? What are the blessings of a righteous marriage?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Ask Questions and Listen (How do I ask them in the language?)
- Explain Priesthood Ordinances (What is the priesthood? What is an ordinance?)
- Get to Know Someone (Who are they? What is their family like? What are their interests?)
- Meet Someone (Who are they? Who am I? Where do I come from?)

Pronouns and Conjugation

Examples

Mina olen Jumala laps.	**I am** a child of God.
Sina ei tule kirikusse.	**You are not coming** to church.
Tema on minu õde.	**She is** my sister.

Explanation

Estonian has six unique pronouns for all persons in both singular and plural. This means I, you, he, she, we, you, and they.

Present tense conjugation refers to changing the ending of a verb to indicate who is doing it. The only example of this in English is the *-s* ending when talking in the third person singular (*I **read*** vs. *He **reads***).

Pronouns

The pronouns used in Estonian are given in the table below. Each pronoun also has a short form, which can be used most of the time in spoken language, and sometimes in written language.

Person	Singular	Plural
1st	mina (ma) - I	meie (me) - we
2nd	sina (sa) - you	teie (te) - you
3rd	tema (ta) - he/she	nemad (nad) - they

Note: The third person singular pronoun “tema” does not have gender. For example, the sentence ta on *siin* can be used to say either “He is here” or “She is here.”

Note: The second person singular (*sina*) is only used informally. The second person plural (*teie*) is used in formal situations. For more information, see the “Go the Extra Mile” section.

Conjugation

Estonian verbs change based on the subject. The chart below shows the ending that is added to the verb for each person.

mina:	**-n**	*meie:*	**-me**
sina:	**-d**	*teie:*	**-te**
tema:	**-b**	*nemad:*	**-vad**

The **stem of the verb** usually comes from the *ma*-infinitive, and is formed simply be removing the *-ma*.

tule**/ma**
1. *Ma-infinitive*

→

tule-
2. Drop the *-ma* to form the stem

There are many verbs, however, that are irregular. For example, the stem of the verb *lugema* (to read) is *loe-,* not *luge-*. To be sure, it is best to refer to a dictionary. The stem will often be given in a dictionary as the present tense conjugation (*tulen, võtan,* etc.).

tulema (to come)		**lugema** (to read)	
stem: *tule-*		stem: *loe-*	
ma tule/**n**	me tule/**me**	ma loe/**n**	me loe/**me**
sa tule/**d**	te tule/**te**	sa loe/**d**	te loe/**te**
ta tule/**b**	nad tule/**vad**	ta loe/**b**	nad loe/**vad**

Examples

Ma **armastan** oma päästjat, Jeesust Kristust.
*I **love** my Savior Jesus Christ.*

Nad **usuvad**, et Jumal on olemas.
*They **believe** that God exists.*

The stem is one of the four forms of the verb that you should memorize (*ma*-infinitive, stem, *da*-infinitive, and *tud*-form). Most other forms of verbs can be predictably formed from these four.

Negation

In order to form a negative sentence in Estonian, you use the word *ei* (no), and the stem of the verb. There is no conjugation on a negative verb, so it will look the same no matter who the subject is.

Ta ei taha meiega rääkida.
***He does not want** to talk to us.*

Ma ei tea millal nad tulevad.
***I don't know** when they're coming.*

Nad ei ole usklikud inimesed.
***They are not** religious people.*

Olema (to be)

The verb "to be" is a frequently used verb that has irregular conjugation in the third person.

olema (to be)	
ma ole/**n**	me ole/**me**
sa ole/**d**	te ole/**te**
ta **on**	nad **on**

Notice that the third person singular and plural pronouns have the same conjugation (*on*). The negative (*ei ole*) is the same for every pronoun.

Examples

Me oleme Jeesuse Kristuse kiriku misjonärid.
***We are** missionaries of The Church of Jesus Christ.*

Ta on Jumalale ustav isegi kui teel **on raskused.**
*He is faithful to God even if there **are hardships** in the way.*

Note: The negative form of the verb *olema* (*ei ole*) is sometimes shortened to *pole*. The meaning is exactly the same, and you can use the two forms interchangeably. Native speakers will often use one or the other based only on which sounds better.

Go the Extra Mile

- As in other European languages, the second person plural pronoun "teie" is used in Estonian as a formal version on "you" in the singular. It is used to show respect and social distance. If you approach someone you do not know on the street, or especially if you knock on someone's door, it is seen as impolite to address a person as "sina," and you should use "teie" instead. Only with people who are younger than you, or with whom you already have a relationship, should you use "sina."
- In addition to the six pronouns talked about previously, Estonian has two other pronouns: *see* (it, this, that) and *need* (these, those). These are used separately from "ta" and "nemad" to refer to inanimate objects such as a table, chair, car, building, etc.

Note: Sometimes, in spoken Estonian, the pronoun "need" is used to refer to people, or "ta" is used to refer to inanimate objects, but this is technically incorrect and somewhat disrespectful.

Examples

Need on toolid.
***Those** are chairs.*

See on minu Mormoni Raamat.
***That** is my Book of Mormon.*

Kui sul on usk, siis sa pead **seda*** hoidma.
*If you have faith, then you must take care of **it.***

*All pronouns can be conjugated in all 14 cases in Estonian. For more information, see the chapters on cases or objects.

Note: In Estonian, there is no difference between the ideas "this" and "that" or "these" and "those." The words see and need are used in both instances. This means the sentences "this book is red," and "that book is red" are translated the same (*see raamat on punane*). In old Estonian, the words *too* and *nood* were used in a way similar to "that" and "those," but these are not used in modern Estonian.

Activities

A. Verb Trees

In a language study journal, complete the verb trees for the following verbs. An example has been done for you. If you do not know the stem, look it up in the dictionary. Check your answers.

Infinitive	palvetama - to pray	
Stem	palveta-	
Conjugation	palvetan	palvetame
	palvetad	palvetate
	palvetab	palvetavad
Negation	ei palveta	

1. teadma
2. kirjutama
3. kasutama
4. kutsuma
5. rääkima
6. tõlkima
7. ütlema
8. õnnistama
9. tegema
10. tunnistama

B. Fill in the Blank

Complete the following sentences on a separate sheet of paper with the appropriate conjugation of the given noun. Check your answers.

1. Jumal _____ (tahtma) meid aidata.	*God wants to help us.*
2. Ma _____ (lugema) pühakirju iga päev.	*I read the scriptures every day.*
3. Kui me _____ (paastuma), me ei _____ (sööma) ühe päeva jooksul.	*When we fast, we don't eat for one day.*
4. Vend Õunapuu _____ (minema) samuti homme kirikusse.	*Brother Õunapuu will also go to church tomorrow.*
5. Kas te _____ (teadma) kus on Mustamäe tee?	*Do you know where Mustamäe street is?*
6. Vanem Johnson ja Vanem Rickey _____ (olema) nüüd Tallinnas.	*Elder Johnson and Elder Rickey are in Tallinn now.*
7. Me _____ (õpetama) samu asju, mida õpetas Jeesus.	*We teach the same things that Jesus taught.*
8. Nad ei _____ (saama) bussiga tulla, aga nad ikka _____ (soovima) kirikusse tulla.	*They can't come by bus, but they still want to come to church.*

C. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ma lugema Mormoni Raamatut.
2. Me ei tahame teha pattu.
3. Nad olevad tublid misjonärid.
4. Vend Kivimäe elad Tallinnas.
5. Raskused oled meie heaks.
6. Liikmed loevad Piiblit.
7. Me mineme kirikusse.
8. Kas sa luged Mormoni Raamatut?
9. Nad palvetad iga päev.
10. Ma tean, et Mormoni Raamat on õige.

D. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. I am happy.
2. You are a good friend.
3. I teach.
4. We are Americans
5. He is sad.
6. They do not sing.
7. We believe in God.
8. I know God lives.
9. Families can be together forever.
10. The Book of Mormon teaches about Jesus.
11. You (plural) read the Bible.
12. Heavenly Father and Jesus Christ want us to pray.
13. The Holy Ghost gives revelation.
14. They are talking about God.

E. Passage

Complete the following passage by filling in the blanks with the correct form of the verb in parentheses. Check your answers.

Meie sõnum 1._____(olema) usust ja lootusest. Me 2._____(armastama) ja 3._____(teenima) Jeesust Kristust. Tal 4._____(olema) keskne koht Jumala plaanis, mis 5._____(olema) loodud, et meid õnnelikuks teha. Kristuse lepitav ohverdus 6._____(võimaldama) meil elada igavesti Jumala juures. Kui me 7._____(elama) Tema evangeeliumi järgi, 8._____(andma) Ta halastavalt andeks meie patud. Ta 9._____(tegema) meid terveks ning 10._____(asendama) süü ja häbi selles elus rahu ja õnnega.

F. Conjugating in Sentences

Say each of the following sentences aloud, either to yourself or to your companion, with the correct conjugation of the verb. Check your answers.

1. Me (helistama) koguduse juhatajale.
2. Ta (sõlmima) lepingut.
3. Te (teenima) misjonit.
4. Teie (palvetama) perega.
5. Sa (õpetama) meid.
6. Mina (valima) kes palvetab.
7. Teie (jagama) seda põhimõtet.
8. Jumal (taastama) oma evangeeliumi.
9. Ta (kirjutama) üles sinu küsimusi.
10. Ma (uurima) Alma 32 peatükki.
11. Nemad (tänama) Taevast Isa.
12. Sa (sisenema) kirikusse.
13. Me (otsustama) olla kuulekad.
14. Te (hakkama) uskuma Kristusesse.
15. Ma (vastama) kirikuga tutvujale.
16. Kas te (saama) aru?
17. Misjonärid (tegema) ohverdusi teiste inimeste jaoks.
18. Kiriku liikmed (käima) pühapäeviti kirikus.
19. Ta (õppima) eesti keelt.
20. Nad (aitama) teistel tulla Jumalale lähemale.

G. Sentence Creation

Write 20 sentences using verbs from Activity A that you can use throughout planned activities today.

H. Scripture Activities

1. Turn to 1 Nephi 3:7 in Estonian. There are six regular present-tense verbs in this verse. Write down each verb and check your answers. Teach your companion about obedience and commit him or her to "go and do the things the Lord has commanded."
2. Turn to 2 Nephi 25:26 in Estonian. There are five regular present-tense verbs in this verse. Write down each verb and check your answers. Have your companion act as a new investigator and personalize the scripture by:
   - Teaching what the prophets do, as explained in the verse.
   - Sharing what you do as a missionary, using the language in the verse.
   - Using this verse to explain what the current prophet does.

I. *Preach My Gospel* Activity

Read *"Jumal on meie armastav Taevane Isa"* on page 31 of *Jutlusta Minu Evangeeliumi*. Write down all of the present tense verbs from this passage. Check your answers. What is the significance of the doctrine they convey? How can you personalize this section to your investigators?

J. Language Study Plan Activities

1. Set a goal for how many verbs you want to learn this month. Decide how many words you will learn each day in order to achieve your goal. Make flashcards with conjugation trees to study until you remember each word.
2. Similar to the above activities, search for scriptures that you can personalize to your investigators. Memorize a few of these scriptures and practice teaching your companion with them.

Sentences and Word Order

Examples

Jumala abiga **saame me** teha kõike.	**We can** do anything with God's help.
Kas sa tuled **homme kirikusse**?	Are you coming **to church tomorrow**?

Explanation

In English, word order is an important part of language. The meaning of a sentence can change entirely depending on the order the words are put in (*The child read the book vs. The book read the child*). In Estonian, word order is less important with regard to meaning. The use of cases and verb conjugation allows the meaning to be clear regardless of what order the words are in. Although there are not specific rules regarding word order, there are certain conventions that native speakers will follow.

You will frequently encounter word order that you are not familiar with, and at first it will be difficult to understand. The more you practice and the better you get at understanding cases and their usage, the easier it will be to understand these kinds of sentences.

Examples

Praegu ei tea ma kuidas palvetada ega pühakirju õppida.
Right now I don't know how to pray or study the scriptures.
***Literal**: Right now don't know I how to pray or the scriptures study.*

Nad tulevad homme maalt tagasi.
They are coming back from the countryside tomorrow.
***Literal**: They are coming tomorrow from countryside back.*

Form

For the most part, sentences in Estonian are constructed in a similar way as in English, but there are some differences that you must realize in order to be understood.

Basic Sentences

The basic form of a sentence is, like in English:

subject + verb + object

Examples

Ma loen raamatut*.
I read a book.

Jumal armastab meid*.
God loves us.

**For more information on objects and their cases, see the chapter on objects.*

Major Differences from English

- In English we often use the "continuous" form of verbs, which consists of "subject + to be + verb" (*I am eating dinner*). **In Estonian there is no continuous form**, and these sentences are said using the intended verb without the help of the "to be" verb.

Ma loen raamatut.
*I **am** reading a book.*

Nad teevad tööd.
*They **are** doing work.*

This is important because if you try to create the continuous case in Estonian (for instance, by saying "ma olen + *verb*") it can be very confusing for Estonian speakers.

The following sentences show how Estonian sentences can be translated both with or without the English continuous form.

Ma söön õuna.	⇄	I eat the apple. I am eating the apple.
Ma ei söö õuna.	⇄	I do not eat the apple. I am not eating the apple.

- In Estonian, adverbs of time **always** come before adverbs of place.

Examples

Me läheme **täna** kirikusse.
*We are going to church **today**.*

Te olete **homme** kodus.
*You will be home **tomorrow**.*

In Estonian there is no explicit future tense. In order to express that something will happen in the future, you will need to use context along with the normal, present tense verb.

Examples

Ma **tulen** linna.
*I **am coming** to town.*

Ma **tulen homme** linna.
*I **will come** to town **tomorrow**.*

From time to time in translated Estonian, the translator is forced to use "future tense" in order to maintain the meaning of what they are translating. In this case, they use the verb "saama" and the *ma*-infinitive. For example, "see saab olema" is used to say "it will be." While it is important for you to be aware of this practice in order to understand some translated sentences, it is incorrect and **you should not use it.**

Go the Extra Mile

An important part of speaking Estonian is knowing what role words have in a sentence, as this will often change what case the word is in. This can be difficult when learning Estonian, since English speakers are accustomed to using word order instead of cases, and we do not usually think about what "job" words have in a sentence. You will need to get accustomed to thinking about the words in sentences and **what case they need to be in**, because failing to use cases in Estonian makes it nearly impossible to understand what a sentence means.

The following examples show types of sentences that are commonly said incorrectly by missionaries. They all require cases that might not be immediately obvious simply from the English translation.

Examples

Me tahaksime anda **sulle** selle raamatu.
*We would like to give **you** this book.*

Temaga on vahepeal väga raske rääkida.
***He** can sometimes be very difficult to talk to.*

Seda on tegelikult väga raske teha!
***That** is actually very hard to do!*

Activities

A. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Nemad ei tea, kes on Jumal.
2. Meie läheme varsti kirkusse.
3. Teie tunnistate tihti.
4. Jumal õnnistab teid.
5. Evangeelium on tõsi.
6. Mormoni raamat õpetab tänapäeval tõde.
7. Misjonärid ei valeta kunagi.
8. Tema ei tunne Jumalat.
9. Jumal andestab halastavalt meie patud.
10. Mida sa sellest arvad?
11. Püha Vaim mõjutab sind head tegema.
12. Jumal on meie vaimude isa.
13. Joseph Smith tõlkis Mormoni Raamatu Jumala väega.
14. See taastamissõnum on kas õige või vale.
15. Ligimesearmastus on and Jumalalt.
16. Lepitus võimaldab meil meelt parandada.

B. Unscramble Sentences

Organize the following words into a correct sentence based on the English sentence given. There could be more than one correct answer, but the one given in the back of this book is most likely the best.

1. "I know that the Book of Mormon is true."
2. "When will we see you tomorrow?"
3. "Jesus Christ loves you (all)."
4. "He will pray on Sunday."
5. "We teach the gospel."
6. "She speaks Estonian very well."
7. "Prophets always teach of the Atonement."
8. "General conference occurs two times each year."

1. et mina Mormoni Raamat on tean õige
2. näeme millal homme me sind
3. armastab Jeesus Kristus teid
4. palvetab pühapäeval tema
5. evangeeliumi õpetame meie
6. eesti hästi keelt räägib tema väga
7. alati lepitusest prohvetid õpetavad
8. aastal igal kaks üldkonverents korda toimub

C. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Me õpime kirikus **täna***.
   We will learn in church today.
2. Misjonärid **saavad õpetama*** talle päästmisplaani.
   Missionaries will teach him the plan of salvation.
3. Vend Lepp **on tulemas*** kirikusse.
   Brother Lepp is coming to church.
4. Sina **oled õppida*** Jeesusest Kristusest.
   You are learning about Jesus Christ.
5. Mina Mormoni Raamatut **loen***.
   I read the Book of Mormon.
6. Õpime **me*** eesti keelt oma korteris **hommikuti***.
   We study Estonian in our apartment every morning.
7. Evangeelium on taastatud selles kirikus **tänapäeval***.
   The gospel is restored in this church today.
8. Meie **oleme teenima*** misjonäridena.
   We are serving as missionaries.

D. Error Correction

Each sentence is either correct, has one error, or is out of order. On a separate sheet of paper, correct the errors. Check your answers.

1. Kirikuga tutvujaid misjonärid õpetavad.
2. Aitavad kõiki inimesi kiriku liikmed.
3. Meid teid Jumal armastab nii nagu ta armastab.
4. Täna õpime kuidas me meelt parandame.
5. Teie ei ole lugema pühakirju.
6. Jeesus saab tulema meid lunastama.
7. Ta on juba kodus.
8. Jumal on ilmutab palju asju.
9. Oma kõiki õnnistab Jumal lapsi.
10. Me oleme kutsuma sind ristitud saama.

E. Sentence Creation

On your own and using a dictionary, create 10 sentences to use during your next lesson.

F. Practice Writing

Write a short letter to the bishop or branch president you are serving with, thank him for his service, and express anything else you respect or admire about him. Express your desire to help him build up the ward or branch and offer your help. Have a native speaker look over your letter and make any needed corrections. Ask them to give you feedback, particularly on your word order, and explain any necessary changes.

G. Scripture Activity

Memorize a scripture that you can use today, paying attention to word order as you memorize it. Do the sentences use a different word order than you expected? If needed, ask a native speaker to explain why this word order is used.

H. *Preach My Gospel* Activity

Read "Your Purpose" in English and Estonian. Compare the order the words are in. What are the differences between the two languages?

I. Language Study Plan Activities

1. Compare side by side the text in English and Estonian from a brochure or *Preach My Gospel* lesson you will be using today. Look for similarities in their sentence structures and patterns in any differences. Discuss the patterns you find with your companion and set goals to apply them to how you speak.
2. Listen carefully to the word order that natives use today. Do they use the same word order that you would? Do they follow the same patterns that you noticed in the previous activity? Take note of phrases that use patterns different than you would have anticipated or than you have seen in the written language. Practice using patterns in your own language.

Questions (Part One)

Examples

Millal, sinu meelest, oleks parim aeg palvetada?	**When** do you think would be the best time to pray?
Miks sa tahad ristitud saada?	**Why** do you want to get baptized?

Explanation

Questions are an extremely important part of any language, especially for missionaries. A question can either require a yes or no answer, or be open-ended, where any response is possible.

Examples

Kas soovite õppida Jeesusest Kristusest?
Do you *want to learn about Jesus Christ?*

Millal te saaksite meiega kokku saada?
When *could you meet with us?*

Estonian has all the same question words as in English (which are covered in this chapter), as well as several others (which are covered in the next chapter).

Form

The six basic question words that exist in English all have specific counterparts in Estonian that mean the same thing. Note that there are other question words in Estonian that do not exactly translate to English. These words are discussed in the next chapter.

***Note**: Some Estonians, especially people from Tartu, replace the word "millal" with the word "kuna."

Forming a question in Estonian is relatively simple. In most cases, you can simply add a question word to the beginning of a declarative sentence to change it into a question.

Question Words	
kes	who
mis	what
*millal**	when
kus	where
miks	why
kuidas	how

Examples:

Ma armastan palvetada. *I love to pray.*	**Miks** sa armastad palvetada? ***Why*** *do you love to pray?*
	Millal sa armastad palvetada? ***When*** *do you love to pray?*
Sa loed seda raamatut. *You are reading that book.*	**Kuidas** sa loed seda raamatut? ***How*** *are you reading that book?*
	Kus sa loed seda raamatut? ***Where*** *are you reading that book?*

Nominative	Genitive	Partitive
mis	mille	mida
kes	kelle	keda
milline	millise	millist
kumb	kumma	kumba

Casing Questions Words

In Estonian, four of the question words (*mis, kes, milline**, and *kumb**) can be put into any of the 14 cases, and their correct use is essential to be able to form more complicated sentences. The table to the right gives the three basic cases for these question words. All other cases can be formed from these three, just like with other words.

Note: *Milline* is the only one of these words whose partitive plural is ever used. It is *milliseid*.

Examples

Mida sa teed? ***What** are you doing?*	*"Mis" in partitive, since it is the partial object of "teed" (see chapter 11, "Objects")*
Ma ei tea, **kellele** me selle Mormoni Raamatu anname. *I don't know **who** we will give this Book of Mormon to.*	*"Kes" in the* le-*case, since it is the person to whom the book is being given*
Millest sa mõtled? ***What** are you thinking about?*	*"Mis" in the* st-*case, since it is being thought about.*
Milliseks* inimeseks sa tahad saada? ***What kind of** person do you want to become?*	*"Milline inimene" in the* ks-*case, since it is what the subject is becoming.*
Kumma inimesega me täna kokku saame? ***Which person** are we going to meet **with** today?*	*"Kumb inimene" is the thing being met with, so it is in the* ga-*case.*

**Milline* and *kumb* are covered in the next chapter.

Using cases correctly with question words will require you to think more about what you want to ask before you ask it, since you will have to know what part of the sentence the question word will be (and therefore what case it will be in) before you say it.

Location

An important feature of the word "kus" is that it has three forms, depending on how it is being used. Much like cases, using the correct form of the word is critical.

***kus* (where)**	
kus	- where (stationary)
kust	- from where
kuhu	- to where

Kus sa oled?
***Where** are you?*

Kust sa tuled?
***Where** are you coming **from**?*

Kuhu sa lähed?
***Where** are you going?*

To answer these questions, most words that show position have three forms, such as the words "here" and "there." See "Adverbs" for more examples of this type of adverb and "*Prepositions and Postpositions*" to see how this applies to other words of location.

***siin* (here)**	
siin	- here (stationary)
siit	- from here
siia	- to here

***seal* (there)**	
seal	- there (stationary)
sealt	- from there
sinna	- to there

Go the Extra Mile

Word Order

- Although it is grammatically correct to use the same word order in a question sentence as in a normal sentence, natives often use slightly different word order. As in a normal sentence, there are no specific rules surrounding word order in questions, and the best way to learn how to do it will be to simply listen to how natives say things and mirror them.
- Sometimes, in Estonian, especially in spoken Estonian, it is acceptable to form questions by simply changing the word order without a question word. This is mainly done with the verb "olema" (to be), and ***is uncommon***, but helpful to be aware of.

Oled sa kodus? *Are you home?*	Saad sa mind aidata? *Can you help me?*

Activities

A. Forming Questions

Change the following statements into questions by adding question words to the sentence. Since there are many possible questions that could be formed from these sentences, several possibilities are given in the back of this book, but there will be others. Check your answers.

1. Nad elavad.
2. Sa tunned Püha Vaimu kui sa palvetad.
3. Kirik algab kell 10.
4. Sa tead Jeesusest.
5. Me õpetame Tõnut homme.
6. Te saate oma patud andeks.
7. Sa tahad saada ristitud.
8. Ta ei usu enam Jumalasse.
9. Sa loed Mormoni Raamatut.
10. Ta mõtleb sellest.

B. Translation

On a separate sheet of paper, translate these sentences to English. Check your answers.

1. Mida sa mõistad päästmisplaanist?
2. Kuidas sa saad suhelda Jumalaga?
3. Millal me võime jälle tulla?
4. Miks sa tahad õppida rohkem Jumalast?
5. Mida Jumal sinu meelest tunneb sinu vastu?
6. Mida sa soovid?
7. Kes on su parim sõber?
8. Kellega sa rääkisid seal?

C. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. How do you feel when you pray?
2. Why do you want to meet with us?
3. Why is God important in your life?
4. When do you feel peace?
5. What do you believe?
6. Where do you work?
7. Who did you give the book to?
8. What are you washing the floor with?

D. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. **Kes*** sa armastad?
   Who do you love?
2. **Kus*** te sõidate?
   Where are you driving?
3. **Mis*** sa öelda tahad?
   What do you want to say?
4. **Kes*** te tulete **koos**?
   Who are you coming with?

E. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ma tean, kuhu sa pärit oled.
2. Mida on su lemmik film?
3. Miks sa tulid praegu siia?
4. Millele sa usud?
5. Kes sa tahad saada, kui sa üles kasvad?
6. Kelle abiga sa seda tegid?

F. Common Questions

Imagine that you are an investigator. What questions would you have? Write down these questions in Estonian so that you will recognize them when they are asked. You might want to spend time during personal or companionship study to find answers to them.

G. Bank of Questions

When planning a lesson, it is often helpful to have a bank of questions to use in teaching. Look at the first lesson and write down two questions for each principle. Use them when teaching and add more to your list. Review chapter 10 in *Preach My Gospel* for principles on effective questions.

H. *Preach My Gospel* Activities

1. In *Jutlusta Minu Evangeeliumi*, turn to the table of contents (page III). Notice that every chapter's title is a question. Note what form the question words are in and why. Explain to you companion what each of the questions means and answer them. You can also do this activity with the questions from "Pühakirjade uurimine" boxes throughout each of the chapters.
2. Review a lesson plan that you have recently used in your teaching. Write a question in Estonian for each one of the main principles in the lesson. Then revise your questions making sure that they follow the instructions for asking good questions found in chapter 10 of *Preach My Gospel*. Share these questions with your companion and evaluate them together. Also analyze how these questions could invite the Spirit and help the investigator to learn. Use these questions the next time you teach the lesson.
3. Do the activity on page 187 of *Jutlusta Minu Evangeeliumi*. Write the questions in Estonian and discuss them with your companion.
4. Choose a principle that you will be teaching today. Write out three questions that an investigator might ask about that principle. Find a scripture to answer each question and write a question that you could ask to help the investigator apply the scripture to themselves. Have a more advanced Estonian speaker correct any errors.

I. Language Study Plan Activities

1. Turn to the baptismal interview questions in the front of your planner or on page 206 of *Jutlusta Minu Evangeeliumi*. Memorize each question in English and in Estonian. Practice using them in your teaching. How can you teach people to prepare to answer these questions?
2. Write out questions that you can use in your teaching today. Pay attention to what form you use. Use them throughout the day and pay attention to the answers that investigators give to your questions. Did they make sense for the question you were trying to ask? Evaluate why the question was clear or not. Discuss this with your companion on the way home tonight.
3. Write out five questions you anticipate an investigator would most likely ask about a principle you will teach today. Then, during the appointment, listen to the questions your investigator asks, paying attention to the forms of the question words. Try to determine why they used the form they did, then imitate phrases and patterns that they used by writing five more questions that follow those patterns.

Questions (Part Two)

Examples

Kas sa tead kedagi, kellega sa saaksid kirikusse tulla?	Do you know anyone you could come to church with?
Mitu korda päevas sa palvetad?	**How many** times a day do you pray?

Explanation

As discussed in the last chapter, Estonian has the same six question words as English, but there are also a few that are unique to Estonian. They are *kas, mitu,* and *milline.* You will need to be familiar and comfortable with all of these words in order to speak and be understood.

Examples

Kas te usute, et te võite andeks saada oma patud?
Do you believe *that you can be forgiven of your sins?*

Mitu misjonäri on praegu Pärnus?
How many *missionaries are there in Pärnu right now?*

Milline on teie suhe Jumalaga?
What kind of *a relationship do you have with God?*

The word *kui* is also used with adjectives, adverbs, and quantifiers to form questions like "*how tall"* and "*how far*."

Examples

Kui palju te teate Jeesuse Kristuse elust?
How much *do you know about Jesus Christ's life?*

Other Question Words

Kas

The word *kas* does not have an English counterpart. It is used just like the other question words, but it simply turns a statement into a "yes or no" question.

Examples

Sa tuled homme. *You are coming tomorrow.*	**Kas** sa tuled homme? *Are you coming tomorrow?*
Sa tead, et Jumal armastab sind. *You know that God loves you.*	**Kas** sa tead, et Jumal armastab sind? *Do you know that God loves you?*

Note: In English, we ask these types of questions by changing word order and adding other verbs like "do," or changing the word order. In Estonian, you simply use *kas.* Recognizing and understanding this type of question in Estonian is easy, but producing them yourself can be tricky, because your first instinct will be to use the English word order and patterns. Pay special attention to the exercises at the end of the chapter for practice on when and how to use "kas."

Kas can also be used as a conjunction (like most other question words. See the chapter on *Conjunctions*), as well as an indefinite pronoun meaning "either." In this case it is usually used together with *või* (or).

Ma loen **kas** Piiblit **või** Mormoni Raamatut.
*I am going to read **either** the Bible **or** the Book of Mormon.*

Note: *Kasvõi,* while it may appear to simply be an abbreviation of *either/or*, is a completely different word that means "even."

Me peame iga päev lugema pühakirju, **kasvõi** paar minutit.
*We have to read the scriptures every day, **even** for just a few minutes..*

Kumb

Kumb is one of the most unique question words in Estonian. It means **which of two options.** For example, if you are planning your day and only have time to meet with one of your two investigators, you would use *kumb* to ask about which one you will meet with. If there are three or more options, you would use *milline*.

Seal on kaks maja. **Kummas** sina elad?
*There are two houses there. **Which one** do you live in?*

Kumb preesterlus sul on?
***Which** priesthood do you have?*

Kumba pirukat sa tahad? Maasikaga või šokolaadiga?
***Which** pie do you want? Strawberry or chocolate?*

Mitu

"Mitu" is a question word that is used to ask about how many of something there are. In Estonian, **words like *mitu* are not followed by a word in plural, as you might expect. Rather, they are followed by the *partitive singular*** (see chapter on quantifiers).

Mitu last sul on?
***How many kids** do you have?*

Ta küsis mult **mitu korda** päevas ma palvetan.
*He asked me **how many times** a day I pray.*

Mitu can only be used with countable nouns (nouns where there is a specific *number* of something) like *children* and *books*. It can never be used with uncountable things like *water* and *love*. For uncountable words the question *kui palju* (how much) is used instead (see next section).

Incorrect		Correct
Mitu vett sul on? *How much water do you have?*	vs.	**Kui palju vett** sul on? ***How much water** do you have?*
Mitu sa mind armastad? *How much do you love me?*	vs.	**Kui palju** sa mind armastad? ***How much** do you love me?*

There are some times when you will need to case *mitu* in order for it to fit in a sentence. Its genitive is *mitme,* and its partitive is *mitut*. You will also likely see the word *mitmes* (genitive: *mitmenda*; partitive: *mitmendat*) from time to time. This is the ordinal form of *mitu* (see the chapter on *Using Numbers*), which can be very useful in certain contexts.

Mitmel inimesel siin on autod? ***How many people** here have cars?*	**Mitmes linnas** sa oled teeninud? ***How many cities** have you served in?*
Mitmes laps sa oled oma peres? ***Which (what number)** child are you in your family?*	**Mitmenda** ukse taga sa oled? ***Which (what number)** door are you behind?*

Milline

Milline is used to ask for a description of something. In English we would usually ask "What is it like?" or "What kind is it?" in place of a word like *milline*. The word *missugune* is another form of *milline* and the two can be used interchangeably (*milline* is actually a shortened version of *missugune*).

Milline teie kirik on? ***What** is your church **like**?*	**Milline** su kodu välja näeb? ***What** does your home look **like**?*
Missugune raamat see on? ***What kind of** book is that?*	**Missugused** inimesed on mormoonid? ***What kind of** people are Mormons?*

Milline can also be used to ask for one answer out of a set of options, as in "Which one would you like?" or "Which church is true?"

Joseph Smith tahtis teada, **milline** kirik on õige. *Joseph Smith wanted to know **which** church was true.*	**Millist** saia te tahate? ***Which** bread would you like?*

Kui

Kui is primarily used as a conjunction (see the chapter on *Conjunctions*), but it is also used quite often to form questions from almost any adjective, adverb, or quantifier. Although in this context it is translated into English as "how . . . ," it ***does not mean "how" in any other context.***

Kui pikk sa oled? ***How tall** are you?*
Kui kaugel on kirikuhoone? ***How far** is the church building?*
Kui hästi sa vene keelt oskad? ***How well** do you speak Russian?*
Kui palju inimesi siin on? ***How many** people are here?*

Activities

A. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Kas te palvetate täna õhtul koos?
2. Milliseid küsimusi on sul Joseph Smithist?
3. Mitu inimest on sinu perekonnas?
4. Kas me võime laupäeval tagasi tulla?
5. Milliseid õnnistusi te näete oma elus?
6. Kas järgid Jeesuse Kristuse eeskuju ja lased end ristida kellelgi, kellel on Jumala preesterluse volitus?
7. Kui palju sa oled nõus oma usu nimel ohverdama?
8. Kui soe täna on?

B. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. How expensive is this coat?
2. Will you repent?
3. How important to you is knowledge of God?
4. How long do you pray?
5. Are you a member of the Church?
6. How many hours are you at church?
7. How many people have we given a brochure to today?
8. He doesn't know if he wants to get baptized.

C. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. **Kui palju last*** on sinu peres?
   How many kids are there in your family?
2. **Teed sa*** tavaliselt **käid** kirikus?
   Do you usually go to church?
3. **Kuidas tihti*** sa loed pühakirju?
   How often do you read the scriptures?
4. Mitu **korrad*** päevas me sõidame bussiga?
   How many times a day do we take the bus?
5. Ma ei tea, **kui*** ma saan tulla.
   I don't know if I can come.
6. **Teed sa meeldid*** jäätist?
   Do you like ice cream?

D. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Kas sa tead, kui palju Jumal sind armastab?
2. Abinadi pidi kas eitama Jumalat kas surema.
3. Ma ei tea, mitu kohas pühakirjades mainitakse usku.
4. Jumal vastab sulle kas sa palvetad.

E. Common Questions

Imagine that you are a less-active member. What questions would you have? Write down these questions in Estonian so that you will recognize them when they are asked. During study time you can also find answers to these questions.

F. Scripture Activity

Turn to Alma 18:14–35, what questions did Ammon and King Lamoni ask? How did these questions affect King Lamoni? How can you use questions in your teaching today to touch your investigators?

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- Pronouns and Conjugations
- Questions (Part One)
- Sentences and Word Order
- Questions (Part Two)

Activities

A. Error Correction

There are nine errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Jumal oleb meie Taevane Isa ja ta armastab kõiki oma lapsi. Vahepeal me küsime: Kas on meie põhjus siin maa peal? Me maa peal oleme, et õppida ja areneda. Me täiuslikud ei oleme, aga me võime saada oma pattudest Jeesuse Kristuse lunastuse kaudu puhtaks. Jeesus on Jumala poeg ja Ta kannatad kõikide oma pattude pärast, sest ta meid ei armastab. Mis sa oled kurb? Mõtle Jeesusele, kes sind armastan, ja sa lähed rõõmsamaks.

God is our Heavenly Father and loves all of His children. Sometimes we ask: What is our purpose on earth? We are on earth to learn and to progress. We are not perfect, but we can get cleansed from our sins through the Atonement of Jesus Christ. Jesus is the Son of God and He suffered for all of our sins because He loves us. Are you sad? Think about Jesus who loves you, and you will be happier.

B. Error Correction

There are eight errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Mitu Issand täidab sulle antud lubadusi? Kui me tegutsete praegu, täitud soovitud õnnistused tulevikus. Meil vaja ainult lootust on. Lootus aitan meil teada, et kõik mis juhtud, tuleb meile kasuks, ja miski ei on mõeldud meile õnnetuseks. Lootus aitama meil heitumusest võitu saada.

Does the Lord fulfill the promises given to you? If we act now, the desired blessings will be fulfilled in the future. We only need hope. Hope lets us know that all that happens will be for our benefit, and nothing is meant for our sorrow. Hope helps us overcome defeat.

C. Translation

On a separate sheet of paper, translate these sentences to Estonian.

1. God wants to help us.
2. Do you know where the church building is?
3. I am happy to be a missionary.
4. I know God lives.
5. Families can be together forever.
6. Do you want to be baptized?
7. How many brothers and sisters do you have?
8. Do you know how much God loves you?

D. Companion Activity

With your companion, go through the first lesson and think of questions you could ask an investigator for each principle. Use the subject pronouns, correct conjugation, and different question words in your questions. Ask each other the questions you created, and answer them as an investigator might.

32

Asking About and Expressing Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up, or what blessings you have in your life. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- This is the gospel **of Jesus Christ.** (*The Genitive Case*)
- How have you felt **His love** in your life? (*The Partitive Case*)
- Jesus will gather us like **sheep**. (*Plurals*)
- God loves **His children**. (*Objects*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What is our relationship to God?)
- Our Life on Earth (What things do we have to help us in this life?)
- The Atonement (What did Christ suffer for our sins? How does Christ remove our sins?)
- Repentance (How do we repent for our sins?)
- Baptism (What is our part of the covenant we make? What is God's part?)
- Pray Often (How do we receive answers to our prayers?)
- Study the Scriptures (How do the scriptures help us with problems in our lives?)
- The Law of Chastity (What does chastity include besides keeping our actions pure?)
- The Law of Tithing (From where does everything we have come? On what do we pay ten percent? How does us paying our tithing help?)
- The Law of the Fast (How does fasting strengthen our prayers? What can we fast for? When we pay fast offerings, who does our obedience help?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Obtain Referrals (Who are their friends? What are their interests?)
- Offer a Prayer (How do we express our gratitude, thoughts, and desires to God?)

The Genitive Case

Examples

Kirikus **käimise** kaudu võid sa saada isiklikku ilmutust.	You can receive personal revelation through church **attendance.**
Me oleme kõik lapsed **Jumala** peres.	We are all children in the family **of God.**

Explanation

The genitive case has three main uses in Estonian. To show possession or ownership of something, as the total object in the singular case, and as the stem from which most other cases are formed.

Examples

Me oleme **Jumala** lapsed, ja tema on **meie** Isa. *(possession)* *We are God's children, and He is our father.*
Ta tegi meile väga **maitsva õhtusöögi**. *(total object)* *She made us a delicious dinner.*
Me läksime **selle**/sse **hoone**/sse õpetama. (*stem to form the -sse case)* *We went into that building to teach.*

This chapter covers the first two uses. For information on using the genitive to form other cases, see the "Cases" chapter.

Form

The genitive is one of the four forms of a noun that you will have to memorize (nominative, genitive, partitive, and partitive plural), and it will be given in any dictionary intended for foreign learners. How the genitive relates to the nominative form varies greatly from word to word, but it will **always** end with letters *a, e, i,* or *u*. Very rare exceptions can also end with *o*, but such words are all loan words.

Nominative	Genitive	Nominative	Genitive
linn (city)	*linna*	*tuvi* (dove)	*tuvi*
kork (lid, cap)	*korgi*	*tuli* (fire, light)	*tule*
kiiver (helmet)	*kiivri*	*tore* (great)	*toreda*
võti (key)	*võtme*	*vets* (bathroom)	*vetsu*

For more information on the rules concerning how to form the genitive, see "Gradation."

Pronouns

The six personal pronouns all have unique forms in the genitive. Like in the nominative, the singular pronouns have short forms that may be used instead, and they are shown in parentheses.

Genitive Pronouns	
minu (mu)	*meie*
sinu (su)	*teie*
tema (ta)	*nende*

For information on how to use these pronouns to form other cases, see chapter 2, "Cases."

Possession

When used to show possession, the noun (in the genitive case) is placed before the thing it possesses. If there is more than one possessive in a row, the rule does not change (see the third example below).

Examples

See on **Jumala plaan** meie jaoks.
*That is **God's plan** for us.*

Minu vanemad on väga head inimesed.
***My parents** are very good people.*

Minu vanaisa sõbra ema oli väga kuulus laulja.
***My grandfather's friend's mother** was a very famous singer.*

There are other times when there is no literal "possession," but the genitive is still used. For example, Mormoni Raamat (The Book of Mormon) is not a true possessive, but still uses the genitive case on "Mormon." In these cases, the rule of the genitive coming before the thing it possesses still applies.

Tema lemmikraamat on **Sõrmuste Isand.**
*His favorite book is **the Lord of the Rings**.*

Alma ristis palju inimesi **Mormoni vees**.
*Alma baptized many people in the **Waters of Mormon.***

Another very common use of the genitive case that is similar to its use to show possession is **with postpositions** (*minu poole, Jumala juurde*). For more information on this usage, see the chapter on prepositions and postpositions.

Total Object

The genitive case is also used to show the **singular total object** in many sentences. For a more thorough explanation of this usage, see the chapter on *The Object.*

Kiriku liikmed ehitasid **uue kirikuhoone** eelmisel aastal.
The members built a new church building last year.

Jumal saatis oma **Poja** siia maa peale lepitama meie patud.
*God sent his **Son** here to earth to atone for our sins.*

Activities

A. Forming the Cases

Look up these words and write their nominative and genitive (singular) cases. Check your answers.

	Nominative	Genitive
1. investigator	kirikuga tutvuja	kirikuga tutvuja
2. life		
3. teacher		
4. house		
5. an Estonian		
6. man		
7. woman		
8. bus		
9. testimony		
10. faith		

B. Recognizing the Genitive Case

Look for words in genitive in the following paragraph. Write down all the words you find, and make sure you understand why each word is in genitive. Check your answers.

> Maapealne elu on võimalus ja õnnistus. Meie eesmärgiks siin elus on tunda rõõmu ja valmistuda naasma Jumala juurde. Meie seisund surelikus elus on selline, kus meile saab osaks nii füüsiline kui vaimne surm. Jumalal on täiuslik, ülendatud, surematu luust ja lihast keha. Selleks, et saada selliseks nagu Jumal ja naasta Tema juurde, peab ka meil olema täiuslik, surematu luust ja lihast keha. Aadama ja Eeva langemise tõttu on aga igal inimesel maa peal ebatäiuslik, surelik keha ja talle saab lõpuks osaks surm. Kui ei oleks Päästjat Jeesust Kristust, teeks surm lõpu igasugusele lootusele elada tulevikus koos Taevase Isaga. Füüsilise surma kõrval on üheks suurimaks takistuseks patt, mis ei lase meil saada selliseks nagu meie Taevaisa ja naasta Tema juurde. Surelikus seisundis anname me sageli järele kiusatusele, rikume Jumala käske ja teeme pattu. Igaüks meist teeb maise elu ajal vigu. Kuigi vahel tundub teisiti, teeb patt meid alati õnnetuks. Patt kutsub esile süü- ja häbitunde. Oma pattude tõttu ei saa me naasta elama koos Taevase Isaga, kui me esmalt ei saa andeks ja puhtaks. (*Jutlusta Minu Evangeeliumi*, 50)

C. Fill in the Blank

On a separate sheet of paper, write the noun in the genitive case. Check your answers.

1. Jumal annab meile ____ (valikuvabadus) ehk ____ (oskus) ja ____ (võimalus) valida ____ (hea) ja ____ (halb) vahel.
2. Võime elada _____(Jumal) juures, saada selliseks, nagu Tema, ja saada osa _____(rõõm) täiusest.
3. Palvetades tunneme meie _____(Taevane Isa) mõju.
4. Me uurime pühakirju, et õppida _____(Jeesus Kristus) ja Tema _____(evangeelium) kohta.
5. _____(Püha Vaim) and toob hulgaliselt õnnistusi neile, kes elavad _____(see) vääriliselt.
6. Kaks tuhat aastat tagasi õpetas Jeesus Kristus ise _____(evangeelium), rajas oma _____(kirik) ning tegi _____(lepitus).

D. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Meie kirik on lillepood taga.
2. Kas sa tuled kirikusse koos oma poegaga?
3. Mina kodu on Oregonis.
4. Ma lugesin Mormoni Raamatu läbi enne oma misjonit.
5. Kas sa oskad inglisi keelt?
6. Jeesus andis Püha Vaim oma jüngritele.
7. Kuidas evangeelium õnnistab sina elu?
8. Mis kohta sa õppida tahad?

E. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Jeesus taastas oma kiriku Joseph Smithi kaudu.
2. Joseph sai vastuse palvetamise kaudu.
3. Kui apostlid surid, võeti preesterluse võtmed maa pealt ära.
4. Jumal räägib tihti prohvetite kaudu.
5. Uued liikmed võivad ka saada templisoovituse surnute eest ristimiste tegemiseks.
6. Ristija Johannes andis Josephile ja Oliverile Aaroni Preesterluse, mille juurde kuulub volitus ristimistalituse läbiviimiseks.

F. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Your faith will grow if you pray.
2. Jesus' disciples also died.
3. Your relationship with God is important.
4. God's church has done a lot of good in the world.
5. The Holy Ghost shows which way to go.
6. The teachings of the prophets show us how to return to God's presence.

G. Forming the Genitive

The genitive case can be hard to form. Look at the genitive cases of words in a dictionary. Find five words that have unexpected genitive cases and practice these words to learn the cases.

H. Sentence Creation

Write out 10 sentences using words from Activity A that you can use in your next lesson.

I. Scripture Activity

Read 3 Nephi 18:21. Write down the words in genitive and why they are in the genitive case (including the genitive plural. See the chapter on plurals). Check your answers. Then use this verse with your companion to practice teaching the importance of family prayer. Personalize the scripture to one of your investigator families.

Read Alma 34:20–27. Write down the words in genitive and why they are in the genitive case (including the genitive plural. See the chapter on plurals). Check your answers. Create a lesson plan about prayer for one of your investigators and include these verses in it. Change the verse to personalize it to your investigator and include a commitment to pray daily. Practice teaching your plan to your companion, who will play the role of that investigator and get feedback on how well you used the genitive case.

J. *Preach My Gospel* Activity

Read "Evangeelium õnnistab perekondi," on page 32 of *Jutlusta Minu Evangeeliumi*. How has the gospel blessed your family? Discuss with your companion how the gospel can bless the family of a member or investigator you are working with. Using genitive, practice teaching this principle with your companion and set a goal to share it with the member or investigator family you had in mind.

K. Language Study Plan Activities

1. As you learn new vocabulary words, write down their genitive case on your flashcards, in your notebook, or wherever you study vocabulary. Commit the genitive case to memory at the same time that you learn the nominative case.
2. Genitive case may be used in a variety of situations. Listen for times when natives use the genitive case and try to use it the same way.

The Partitive Case

Examples

Me ei pea kartma **kurja**, sest Jumal on meiega.	We need not fear **evil,** because God is with us.
Jeesus kutsus oma maise teenimise ajal 12 **apostlit.**	Jesus called 12 **Apostles** during His earthly ministry.

Explanation

The partitive case is one of the most commonly used cases in Estonian. As its name implies, its *literal* use is to indicate a "part" of the noun it is used with. There are many *practical* uses for the partitive case, but the most common are as the partial object, with numbers and quantifiers, and with certain prepositions.

Misjonärid lugesid **Mormoni Raamatut**. (partial object)
*The missionaries read the **Book of Mormon.***

Meil on täna 4 **õppetundi!** (with a number)
*We have four **lessons** today!*

Pärast **keeleõpet** peame kiirustama kirikusse. (with a preposition)
*After **language study,** we have to hurry to church.*

Form

Forming the Partitive

The partitive is one of the four forms of a noun that you will most likely have to memorize. It does follow certain rules, but the sheer number of rules (and exceptions to those rules) makes it easier to memorize. The partitive will always end in either ***-t, -d,*** or ***a vowel.***

Nominative	Partitive	Nominative	Partitive
linn (city)	*linna**	*tuvi* (dove)	*tuvi*
kork (lid, cap)	*korki*	*tuli* (fire, light)	*tuld*
kiiver (helmet)	*kiivrit*	*tore* (great)	*toredat*
võti (key)	*võtit*	*tee* (tea, road)	*teed*

***Note:** The partitive case is one of the times where duration is very important. The word *linn* (city) is written the same way in genitive and partitive *-linna*. The genitive is pronounced with a "long n" and partitive with an "extra-long n" (see "Pronunciation"). For more information on gradation and cases, see the chapter on gradation.

For more information on forming the partitive singular, see the "Go the Extra Mile" section, and for more information on forming the partitive plural, see the chapter on plurals.

As the Partial Object

All partial objects, both singular and plural, are in the partitive case. For information on the partial object, see chapter 11, "Objects."

Me nägime oma **kirikuga tutvujat** tänaval.
*We saw our **investigator** on the street.*

Me ristime **inimesi** Isa ja Poja ja Püha Vaimu nimel.
*We baptize **people** in the name of the Father and the Son and the Holy Ghost.*

With Numbers and Quantifiers

Numbers in the nominative case (which they will be in most normal usage) are followed not by a plural, but by the **partitive singular.** For more information on numbers, see the "Numbers" and "Using Numbers" chapters.

Examples

Meil oli täna kirikus **120 inimest**!
*We had **120 people** in church today!*

Minu pere on nii suur, et me sööme tänupühade ajal **kaks kalkunit**!
*My family is so big that we eat **two turkeys** at Thanksgiving!*

Quantifiers (words that indicate how much of something there is) can call for a noun in either partitive singular or partitive plural. For more information on quantifiers, see "Quantifiers."

Examples

Kirikul on Eestis üllatavalt **palju liikmeid**.
*The Church has surprisingly **many members** in Estonia.*

With Certain Prepositions

There are many prepositions in Estonian, and depending on which one you use, it can be followed by one of several different cases. Some of them call for the partitive case. For more information on prepositions, see chapter 37, "Prepositions and Postpositions."

Examples

Jeesus lasi ennast risti lüüa alles **pärast seda**, kui ta oli oma maise töö lõpetanud.
*Jesus allowed Himself to be crucified only **after** He had finished His earthly ministry.*

Me võime natukene rääkida inimestega tänaval **enne** meie **õppetundi**.
*We can talk to people on the street a little bit **before** our **lesson**.*

Go the Extra Mile

Forming the partitive can be difficult, and as with almost any rule in Estonian, there are many exceptions. Below are a few general rules that might help you form the partitive without having to look in a dictionary.

- **Double vowel endings:** If a word ends in two vowels (or more), its partitive will be formed by simply adding a *-d*.

Nominative	Genitive	Partitive
öö	öö	öö/d
hea	hea	hea/d
Sergei	Sergei	Sergeid

- If a word's genitive is formed by adding a vowel **without changing the sound of the stem**, the partitive will be formed by adding a *-t* to the genitive.

Nominative	Genitive	Partitive
kirik	kirik/u	kirik/ut
sibul	sibul/a	sibul/at
uus	uu/e	~~uu/et~~ uu/t*

*Here this rule does not apply, since the stem changes in the genitive.

- **Hard/soft endings:** There are also patterns for words that change the sounds of the stems when they change cases, and they are discussed in chapter three, "Gradation."

Activities

A. Forming the Cases

Look up these words and write their nominative and partitive (singular) cases. Check your answers.

	Nominative	Partitive
1. life		
2. teacher		
3. investigator		
4. house		
5. an Estonian		
6. man		
7. woman		
8. bus		
9. testimony		
10. faith		

B. Recognizing the Partitive Case

Look for words in partitive in the following paragraph. Write down all the words you find, and make sure you understand why each word is in partitive. Check your answers.

> "Nägin otse oma pea kohal valguse sammast, mis oli eredam päikesevalgusest ja laskus tasapisi, kuni langes minu peale. .. Kui valgus minu peal oli , nägin ma enda kohal õhus seismas kahte Isikut, kelle sära ja hiilgust on võimatu kirjeldada. Üks nendest pöördus minu poole, kutsudes mind nimepidi, ja osutas teisele ning ütles: "See on minu armas Poeg. Kuula Teda!" (Joseph Smith - ajalugu 1:16–17)

C. Fill in the Blank

On a separate sheet of paper, write the noun in the partitive case. Check your answers.

1. Mõnisada _____(aasta) enne Jeesuse Kristuse _____ (sünd) taganesid inimesed taas usust.
2. Meie eesmärgiks selles elus on tunda _____(rõõm) ja valmistuda naasma Jumala juurde.
3. Taevane Isa õnnistab _____(nemad), kellel on _____ (usk) kuuletuda Tema Pojale.
4. Kuulekus näitab meie _____(armastus) Jumala vastu.
5. Kirikus on kaks _____(preesterlus).
6. Päästja apostlid kuulutasid _____(üleüldine) usust _____(taganemine) ette.
7. Kohtumõistmise ajal mäletame täiuslikult oma _____(õigus) ja oma _____(süü).
8. Pärast _____(ristimine) alustame _____(uus) _____ (vaimne) _____(elu) Kristuse jüngritena.

D. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Kas sa loed **Mormoni *Raamat**?
   Will you read the Book of Mormon?
2. Jumal armastab ***sina**.
   God loves you.
3. Mul on ***tunnistust** Jeesusest.
   I have a testimony of Jesus.
4. Joseph Smith oli ***prohvetit**.
   Joseph Smith was a prophet.
5. **Püha *Vaimu** tunnistab tõest.
   The Holy Ghost testifies of truth.
6. Pärast ***ristimine** saame uuteks inimesteks.
   We become new people after baptism.

E. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ma loen oma pühakirjad iga päev.
2. Misjonärid ei ole tavalised kiriku liikmed.
3. Nad soovivad kuulata evangeelium.
4. Tema juba järgib Jumala käsud.
5. Lepituse kaudu saame me teha meeleparandus.
6. Minu kaksikvend sai ristitud enne mina.

F. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Pärast ülestõusmist ei ole kurbust.
2. Kas me võime pärast kirikut kokku saada?
3. Kui ei ole preesterlust, siis ei saa olla Püha Vaimu andi.
4. Aadam ja Eeva ei tundnud rõõmu ega kurbust.
5. Mitu kuud sa kohtusid misjonäridega enne, kui said ristitud?
6. Jumal pikendas Johannese elu selleks, et ta võiks meeleparandusest jutlustada.

G. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. After reading, pray to know if the Book of Mormon is true.
2. Christ was resurrected three days after His death.
3. There is no sin that Jesus cannot take away.
4. There is life after death.
5. We lived before birth.
6. After resurrection, we cannot die again.

H. Noticing Patterns

There is no one pattern that lets you know what ending a partitive word will use; however, there are patterns you can learn that work for certain types of words.

Examples: Short words that end in a long vowel usually add *-d* for partitive singular.

maa → maad
puu → puud
kuu → kuud

Words that end in *-ne* usually use *-se* for genitive and *-st* for partitive

roheline → rohelise → rohelist
porine → porise → porist

I. Sentence Creation

Write out 10 sentences using words from Activity A that you can use in your next lesson.

J. Scripture Activity

Read a chapter in the Book of Mormon that you will be using in your teaching today in English and Estonian. Find words in partitive and compare with English. Write down or discuss with a companion the reasons why specific words are in partitive.

K. *Preach My Gospel* Activity

Read "Lepitus" on page 51 of *Jutlusta Minu Evangeeliumi*. How does the Atonement of Jesus Christ make you feel? How has it blessed your life? Using partitive, write down your testimony of the Atonement and have your companion or a native speaker check it. Share your testimony with one of your investigators.

L. Language Study Plan Activities

1. As you learn new vocabulary words, write down their partitive case on your flashcards, in your notebook, or wherever you study vocabulary. Commit the partitive case to memory at the same time that you learn the nominative and genitive cases.
2. In your planned activities today pay attention to how natives use the partitive case. Write down a few phrases they use and practice imitating how they say them while you are traveling from appointment to appointment.

Plurals

Examples

Kõik kiriku **liikmed** peaksid olema nõus üksteist aitama.	All **members** of the Church should be willing to help each other.
Evangeeliumi **põhimõtted** on **lihtsad**, aga väga **tähtsad**.	Gospel **principles** are simple, but important.
Kas me võiksime ise sinu **sõpradega** sellest rääkida?	Could we talk to your **friends** about that ourselves?

Explanation

Plurals are used to refer to two or more things as opposed to one.

Need raamatud kuuluvad kogudusele.
Those books *belong to the branch.*

Just like the singular, the plural can be in any of the 14 different cases, and the genitive case serves as the stem for 11 of them.

Form

Nominative Plural

The nominative plural is always formed by adding the ending ***-d*** to the **genitive singular**.

Nominative singular	→	Genitive singular	→	Nominative plural
lammas		lamba		lamba/**d**
raamat		raamatu		raamatu/**d**

Genitive Plural

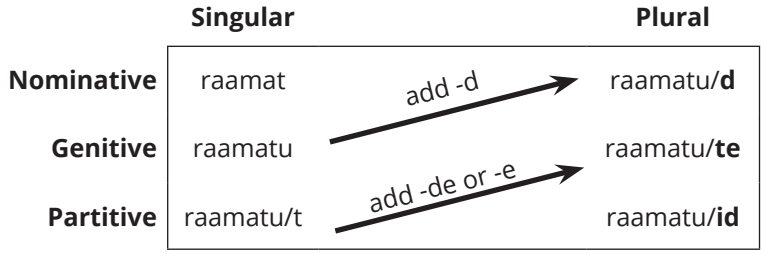
The genitive plural comes from the **partitive singular**, with the ending ***-de*** or ***-te***. If the partitive singular ends in *t*, the genitive plural ending is *-te*, if the partitive singular ends in *d* or a vowel, the genitive plural ending is *-de*.

Nominative singular	→	Partitive singular	→	Genitive plural
lammas		lammast		lammas/**te**
hea		head		hea/**de**
kivi		kivi		kivi/**de**

Just like in singular, the genitive serves as the stem for 11 of the other cases. See the chart in the "All Other Cases" section.

A Helpful Chart

The rules for forming the nominative and genitive plurals can be somewhat confusing when seen simply written out. This chart can help you visualize the rules for these two forms.



Partitive Plural

In plural, the partitive case can have one of three endings: ***-sid, -id,*** or ***a vowel (e, i, or u)***. For example: pere/***sid***, raamatu/**i*****d,*** sõpr/**u***.*

The most common ending is ***-sid*** and you will be technically correct most of the time if you use this ending. However, not all words use the *-sid* ending, and some words have more than one. For words that have both an *-sid* and vowel ending, you will usually hear natives using only one or the other.

Since forming the partitive plural is extremely complicated, it is one of the four forms of a noun you will most likely have to memorize. For information on how to form the partitive plural, see the "Go the Extra Mile" section.

Go the Extra Mile

Forming the Partitive Plural

- **The *-sid* ending:** This ending is formed by adding *-sid* to the end of the word. If the partitive singular ends in a vowel, the ending is added to the partitive singular. If the partitive singular ends in a consonant, the ending is added to the genitive singular.

Nominative sing.	Genitive sing.	Partitive sing.	Partitive pl.
tuli	**tule**	tuld	tule**/sid**
perekond	perekonna	**perekonda**	perekonda/**sid**

- **The *-id* ending:** This ending is formed by adding *-id* to the end of the word. This form is **only added to the genitive singular**, and is only used **if the partitive or the word is formed by adding a *-t*** to the genitive singular.

Nominative sing.	Genitive sing.	Partitive sing.	Partitive pl.
Jumal	Jumal/**a**	Jumal/**at**	Jumala/**id**
vabrik	vabrik/**u**	vabrik/**ut**	vabriku/**id**

- The vowel ending: This ending is formed by replacing the vowel ending of the partitive singular with a different vowel. It is most commonly used with words where the partitive singular ends with an extra-long consonant, and the extra-long consonant is retained in the partitive plural. There are, however, words that do not end with an extra-long consonant that still use the vowel ending. These are usually two-syllable words that end with a vowel in the nominative, genitive, and partitive.

Nominative sing.	Partitive sing.	Partitive pl.
sõber	sõpr/**a** (extra long)	sõpr/**u** (extra long)
pilv	pilv/**e** (extra long)	pilv/**i** (extra long)
kivi	kivi	kiv/**e**

Using the Different Partitive Plural Endings

It would be difficult to provide a complete list of rules for which ending will be used with which word. Here are a few rules that, while they still have exceptions, can be helpful to know.

- If the nominative singular ends in a vowel, the *-id* form is **not** used.
- If the nominative singular ends in *-ne* or *-us*, the ending will be either *-si* or *-seid*.
- If the partitive is formed by adding a *-t* to the genitive (kirik/u ⟶ kirik/ut), then the *-id* ending is **always** used (kirik/uid).

The lack of consistent rules about forming the partitive plural is the main reason why it is best to simply memorize it for each new word you learn.

The Short Gentitive Plural

The short genitive plural is an uncommon way to form the plural that is used mainly in old, written Estonian (like the Bible) and is almost never used while speaking. Although it is unlikely that you will use this form, it is useful to know when reading the Bible and similar books.

The short genitive plural is only ever used as a stem for other cases, and they are all formed from the partitive plural. There are two ways it can be formed, depending on what ending the partitive plural uses.

- If the partitive plural uses the *-id* ending:

raamatuid	*raamatui-*	*raamatui/**sse***
1.Take the -id form of the partitive plural.	2. Remove the *d.*	3. Add the ending.

- If the partitive plural uses the vowel ending:

õnnelikke	*õnnelike*	*õnnelike/**sse***
1.Take the vowel form of the partitive plural.	2. Soften the sound before the vowel.*	3. Add the ending.

- *For an explanation on how to "soften" a consonant sound, see the "Gradation" chapter.

Note: Words that end in *-lik* are the only time when the short genitive plural is used in spoken Estonian.

Examples

Jumal andestab alandli**kele** (not alandli**kkudele**) inimestele.
God forgives humble people.

Mõistlike inimestega on alati tore rääkida.
*It's always nice to talk **to reasonable people**.*

Activities

A. Forming the Plurals

Practice filling in tables like the one below for the three first cases (nominative, genitive, partitive) in both singular and plural.

raamat	raamatud
raamatu	raamatute
raamatut	raamatuid

On a separate sheet of paper make tables for the following words: kirik, maa, käsk, vend, õde, maja, poeg, palve, hea, and vaimne. Check your answers.

B. Plural Recognition

Read the following excerpt from a general conference talk. Write down any words that are in the plural, and what case they are in. Check your answers.

Tähendamissõna külvajast on üks vähestest tähendamissõnadest, mis on ära märgitud kõigis kolmes kokkuvõtlikus evengeeliumis. See on samuti üks isegi väiksemast hulgast tähendamisõnadest, mida Jeesus oma jüngritele lahti seletas. Külvatud seeme oli „kuningriigi sõna" (Mt 13:19), „sõna" (Mk 4:14) või „Jumala sõna" (Lk 8:11) – Õpetaja ja Tema teenijate õpetused.

Erinevad pinnased, millele seemned kukkusid, esindavad erinevaid viise, kuidas surelikud neid õpetusi vastu võtavad ja järgivad. Seega seemned, mis kukkusid „tee äärde" (Mk 4:4) ei jõudnud surelikku mulda, kus nad oleksid võinud kasvada. Need on nagu õpetused, mida kuulevad südamelt kõvad ja ettevalmistamata inimesed. (Dallin H. Oaks, "The Parable of the Sower," *Liahona*, May 2014, 32.)

C. Sentence Modification

Put the underlined singular words into plurals. Make sure to change how the verb is conjugated, if necessary. Check your answers.

1. Mina olen misjonär
2. Prohvet räägib inimesele.
3. Tema on kiriku liige.
4. Jeesus õnnistab sind.
5. Vend Jõgi õpetab mind.
6. Jumal õpetab oma prohvetit.

D. Fill in the Blank

On a separate sheet of paper, write the noun in plural (if a case is needed, it will be included in parenthesis). Check your answers.

1. Me kõik oleme Jumala ___ (laps).
2. Tähtsaim töö leiab aset meie ___ (kodusein, gen.) vahel.
3. Palju ___ (inimene, part.) ei uskunud Joseph Smithi.
4. Meie õnn põhineb Jeesuse Kristuse ___ (õpetus, -l).
5. Sa aitad teistel saada puhtaks oma ___ (patt, -st).
6. Misjonärina olen ma ___ (usklik, -le) eeskujuks.
7. Evangeelium õnnistab ___ (perekond, partitive).
8. Me püüame elada Jumala ___ (käsk, gen.) järgi.
9. ___ (peresuhe) võivad olla meie elu suurimaks rõõmuks.
10. Peame alati kinni pidama oma sõlmitud ___ (leping, st)

E. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Palmyras oli palju erinevaid kirikuid.
2. Pärast ülestõusmist ei ole enam haiguseid
3. Jumal pikendas inimeste elusid, et nad meelt parandaksid.
4. On palju inimesi, kes tahavad kuulda kiriku kohta.
5. Taastamine oli üks tähtsaimatest sündmustest.
6. Kiriku liikmed otsivad oma esivanemate andmeid.

F. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Peter was one of Jesus Christ's Apostles.
2. Our families are important.
3. This is one of my favorite stories.
4. Nephi's brothers did not want to go.
5. Prophets are God's messengers.
6. Your scriptures are under your chair.

G. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Me palvetame, et paluda oma küsimustele ***vastusi**.
   We pray to ask for answers to our questions.
2. Alma õpetas meeleparandust ***inimesedele**.
   Alma taught the people about repentance.
3. Te peaksite lugema need ***salmad** enne meie järgmist õppetundi.
   You should read these verses before our next lesson.
4. Meil on palju ***Mormoni Raamatud**, mida peaksime ära andma.
   We have a lot of copies of the Book of Mormon that we should give away.
5. ***Inimened** ei usu, et Jumal neid armastab.
   People don't believe that God loves them.

H. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Me anname teile kaks ülesanded.
2. Piiblis räägitakse prohvetutest.
3. Me toetame prohveteid ja nägijaid.
4. Me käime võimaluse korral liigetega õpetamas.
5. Jumal armastab kõiki inimeseid.
6. Mitu lapsed teie peres on?
7. Kõik kiriked õpetavad head.
8. Jumal andestab inimestele, kes meelt parandavad.

I. Sentence Creation

Pick two nouns from Activity A and write a sentence using each case you formed in that activity. You should have 12 sentences total.

J. Scripture Activity

Read *Moroni 10:8–17* and write down all the plurals. Check your answers. What kids of gifts of the Spirit are there? What gifts do you have? What gifts does your companion have? Make a list and share it with your companion. Discuss how you can use your gifts to help your investigators and come closer to Christ.

K. *Preach My Gospel* Activity

Read "Edukas Misjonär" on page 10 of *Jutlusta Minu Evangeeliumi* and write down all the plurals and what cases they are in. Check your answers. What makes a missionary successful? What do successful missionaries do? Discuss with your companion some goals to improve your missionary work.

L. Language Study Plan Activities

1. Read a chapter in the Book of Mormon and identify phrases that use a plural form that you could implement in the next lesson you teach.
2. Make a list of the different plural forms in the back of your planner. Listen carefully to natives today and pay attention to which forms they use. Keep a tally for which forms are used more often or play bingo to see how quickly you can hear all of the plural forms used by natives. Try to use plurals in the same way.

Objects

Examples

Jeesus Kristus rajas oma **kiriku** kui ta oli maa peal.	Jesus Christ established His **church** while He was on Earth.
Kiriku juhid peavad **kõnesid** kaks korda aastas.	Church leaders give **talks** twice a year.

Explanation

The object of the sentence is the thing that receives the action of the verb. Many languages have a case specifically designated for the object, but Estonian does not. In Estonian, the direct object can either be "total" or "partial," depending on context, and both types of objects are treated differently. The partial object is always in the partitive case, and the total object can be either in nominative or genitive case.

Examples

Ta tegi **ühe lihtsa vea** (total object). *He made **a simple mistake**.*	Jumal armastab oma **lapsi** (partial object). *God loves His **children**.*

Form

Total vs. Partial Object

At first, the rules about which type of object to use will likely seem confusing and somewhat overwhelming. However, it is worth noting that **the distinction between the two is rarely essential in order for you to be understood**. There are relatively few instances in Estonian where using the partial object in place of the total object will impede understanding. For this reason, it is recommended that **at first, you use only the partial object** (which is easier to form) **without worrying about the rules regarding the total object**.

Although it will usually not interfere with understanding, using the correct object is still an important part of Estonian grammar and you should not ignore it entirely. As you become more and more exposed to Estonian and you get more are more comfortable casing words, you should turn your attention to using the correct object in everyday speaking.

Partial Object

The partial object is the more common form of the object in Estonian. In fact, the **partial object is the default form** for any object in Estonian, and total objects are considered exceptions. The partial object is **always in the partitive case**.

Examples

Ma söön **kooki** (partitive). *I'm eating (some of this) **cake**.*	Me peaksime iga päev **Mormoni Raamatut** lugema. *We should read **the Book of Mormon** every day.*

There are certain verbs that always require a partial object. All verbs that show emotion like *igatsema* (to miss)*, armastama* (to love), and *kartma* (to fear); moving or touching verbs like *kallistama* (to hug) and *peksma* (to beat); all senses like *nägema* (to see) and *tundma* (to feel); and some others, like *alustama* (to begin) use **only the partitive**.

Examples

Me ei pea **kuradit** kartma. *We don't have to be afraid of **the devil**.*	Me alustame oma **õppetundi** kell 12:30. *We will start our **lesson** at 12:30.*

Total Object

The total object is used **only when all three of the following conditions** are met. Otherwise, the object must be partitive.

1. The sentence is **positive**. For example, a sentence like "I read . . ." can use a total object, but a sentence like "I don't read . . ." cannot.

Examples

Ma sõin oma **hommkusöögi** (total). *I ate my **breakfast**.*	*VS.*	Ma ei söönud oma **hommikusööki** (partial). *I didn't eat my **breakfast**.*

2. The **object is well defined**. For example, if I eat *all* of the soup, the total object may be used. If I only eat *some* of the soup, or the sentence is not clear on how much soup is eaten, the partial object is required. The same is true of groups of things. As long as the object has a well defined quantity, amount, or identity, then the total object may be used.

Examples

Ta luges **selle peatüki** (total). *He read **the (whole) chapter**.*	*VS.*	Ta luges **seda peatükki** (partial). *He read **(some of) the chapter**.*

3. The verb leads to **a specific result**. If the sentence does not specify how long the verb will last or what the final result of the verb is, the partial object must be used. For more information, see the "Go the Extra Mile" section.

Examples

Me lükkasime **auto** metsast välja (total). *We pushed **the car** out of the woods.*	*VS.*	Me lükkasime **autot** (partial). *We pushed **the car**.*

Note: When used as objects, **personal pronouns** (*mina, teie,* etc.) **will always be in the partitive case**, even if they are total objects. There are some rare exceptions, particularly in the Bible, but as a general rule, the partitive should be used.

Cases Used with the Total Object

The total object can be in one of two cases (nominative or genitive), depending on the context and its number (plural or singular). In a normal sentence, the **singular total object** is in the **genitive case**, and the **plural total object** is in the **nominative case**.

Examples

Ma võtsin laualt **Mormoni Raamatu**. *I took **the Book of Mormon** from the table.*	Too mulle palun oma üleliigsed **raamatud**! *Bring me your surplus **books**, please!*

Kõik

The word *kõik* (all, everything, everyone) is unique when used with an object. **If the object is partial, it is always in the partitive**, as you might expect. Whether it is in singular (*kõike*) or plural (*kõiki*) will depend on the number of the word it is describing.

Examples

Ma ei taha teha **seda kõike**! *I don't want to do **all that**!*	Jumal armastab **kõiki inimesi**. *God loves **all people**.*

If the object is total, *kõik* is never cased, regardless of whether the object is plural or singular, or even if kõik itself is the object.

Examples

Me peame **selle kõik** siit ära koristama. *We need to get **all of this** out of here.*	Ligimesearmastus . . . kannatab **kõik**, usub **kõik**, loodab **kõik**, talub **kõik**. (Moroni 7:45) *Charity . . . beareth **all things**, believeth **all things**, hopeth **all things**, endureth **all things**.*

Go the Extra Mile

Exceptions on Case

There are several instances where the **singular total object** will be in the **nominative case**. The three most common are:

- **Passive sentences** (see the chapters on the passive)

Examples

See puu istutati kakssada aastat tagasi. ***This tree** was planted two hundred years ago.*	Alma **rahvas aeti** maalt välja. ***The people** of Alma were driven out of the land.*

- **Command sentences** (see the "Commands" chapter)

Examples

Too mulle palun oma **lemmikraamat**! *Bring me your **favorite book**, please!*	**Anna** mulle oma **pliiats**, palun! *Give me your **pencil**, please!*

- Clauses that use *et* to show the purpose of another verb **without specifying another subject** (see the chapter on et). These types of sentences can be thought of as an extension of the rule regarding passive verbs, since in the individual clause there is no defined subject.

Examples

Koguduse liikmed tulid kokku, **et ehitada** talle **uus maja**. *The members of the branch came together to build him **a new house**.*	Jeesus tuli maa peale, **et** täide **viia lepitus**. *Jesus came to earth to carry out the Atonement.*

There are other times where the total object will be in nominative, like when it is the direct object of a verb following *paluma*, or the object of a verb that is an attribute of a noun *(Mul on kavatsus osta see hobune)*, but these usages are far less common and beyond the scope of this book.

The Total Object and Completion

The rule regarding a specific result can sometimes be used to show something that is happening **right now** (and therefore cannot already be completed) as opposed to something that **has already happened** (and was completed) or something that is **going to happen** (and will be completed). In English we will often use an "am doing" type of verb to show this idea in the present.

Examples

Ma tegin **koogi** (total). *I made **a cake** (it's done).*	Ma teen **kooki** (partial). *I am making **a cake** (it's not done yet).*	Ma teen **koogi** (total). *I will make **a cake**.*
Ma kirjutasin **raamatu** (total). *I wrote **a book** (it's done).*	Ma kirjutan **raamatut** (partial). *I am writing **a book** (it's not done yet).*	Ma kirjutan **raamatu** (total). *I will write **a book**.*

Note: Just because a verb was done in the past or future does not always determine whether or not it is partial or total. The past tense can also refer to something that, at the time, was not completed, and would therefore need to be a partial object.

Examples

Ma lugesin **raamatut** (partial). *I was reading **a book** (I wasn't finished at the time).*	Ma koristasin **elutuba** (partial). *I was cleaning **the living room**.*

In this kind of sentence (I am reading . . ., I am doing . . ., etc.), the partial object must be used in the present, because the verb refers to something that is currently happening and therefore cannot be completed yet.

Activities

A. Identify in Paragraph

Read the following paragraph and look for objects. On a separate piece of paper, write down all objects you find and whether they are total or partial. See *Preach My Gospel* page 34, for the English translation (the paragraph begins "During His earthly ministry . . ."). Check your answers.

> Oma maise teenimistöö ajal õpetas Päästja oma evangeeliumi ja tegi palju imesid. Ta kutsus kaksteist meest oma apostliteks ja pani oma käed neile pea peale, et anda neile preesterluse volitus. Ta rajas oma Kiriku, viis täide ettekuulutuse ning Talle said osaks hülgamine ja ristilöömine. Kõige selle juures on tähtsaim, et Ta viis täide lepituse. Jumala Poeg, Issand Jeesus Kristus, viis täide kõik, mida Tema Taevane Isa Teda tegema saatis (*Jutlusta Minu Evangeeliumi*, 34).

B. Sentence Completion with Proper Object

Put the objects in the following sentences in the correct form. Check your answers.

1. Palun sulge _____ (uks).
2. Templis me teeme _____ (talitused) iseenda ja oma esivanemate eest.
3. Me kõik vajame Jeesuse _____ (lepitus).
4. Jumal tahab päästa oma _____ (lapsed).
5. Saades ristitud võtame me enda peale Jeesuse _____(nimi).
6. Me ei saa _____ (tunnistus), kui me seda ei otsi.
7. Mu vend tegi mulle _____ (küpsised).
8. Me kõik peame tegema _____ (meeleparandus).
9. Mul on kutse õpetada _____ (evangeelium).
10. Ma leidsin täna oma _____ (lemmikmantel) üles.
11. Ta ei saa tulla, sest ta ei leia oma _____ (rahakott).
12. Jeesus andis oma apostlitele _____ (käsk) seda jagada.
13. Ta ei ole veel jõudnud lugeda _____ (see peatükk).
14. _____ (Olevi Kirik) ehitati sajandeid tagasi.
15. _____ (see sõnum) jagatakse igal pool maailmas.
16. Ma tegin _____ (üks lihtne viga).

C. Translation

On a separate sheet of paper, translate the following sentences into English. Check your answers.

1. Jah, ma lugesin Mormoni Raamatut kui olin noorem.
2. Ma ei teeninud oma vanemaid nii palju kui oleksin pidanud.
3. Ma tahan aidata sul oma tunnistust tugevdada.
4. Kas oled oma koduse töö teinud?
5. Kui me ei tee kõike seda, mida Jumal tahab et me teeksime, siis ei ole meil kaitset kuradi eest.
6. Mul on tõesti uut mantlit vaja.
7. Kas oled oma perele juba kirju kirjutanud?
8. Me ei näinud täna hommikul oma majaomanikku.

D. Translation

On a separate sheet of paper, translate the following sentences into Estonian. Check your answers.

1. The angel Moroni gave Joseph the gold plates.
2. God often helps us through other people.
3. Just like Jesus healed the leper, He can also heal us.
4. Noah built an ark to save his family from the flood.
5. Wicked men killed Christ's disciples.
6. God gives us commandments through His prophets.
7. Repentance and baptism wash away our sins.
8. Jesus then washed the feet of His apostles.
9. When we pay our tithing, God opens the windows of heaven and pours out blessings.
10. Fasting means we do not eat two meals.

E. Writing

Practice using objects by writing in Estonian on the following prompts. Have your companion or a native speaker check your writing.

1. Write a paragraph describing how Christ has impacted people and the world in general.
2. Describe how we can recognize the Holy Ghost. For help, look at *Jutlusta Minu Evangeeliumi* on page 96.

F. Scripture Activity

1. Read 1 Nephi 17:36–40. Write down all objects you find and identify them as total or partial. Check your answers. Using total objects where possible, write out how you could share this scripture.
2. Find a passage in the scriptures with total object and discuss with your companion why it's not partial and the significance of it being total.

G. *Preach My Gospel* Activity

Read "Jeesuse Kristuse evangeeliumi taastamine Joseph Smithi kaudu," on page 36 of *Jutlusta Minu Evangeeliumi.* Consider the use of total objects, how does the proper use of objects affect the doctrine of the Restoration? Check the Answers section for an example. How can you teach this to an investigator? Set a goal to use total objects in your next teaching visit.

H. Language Study Plan Activities

1. Think of questions that your investigators or other people could ask you today and write them down. Then write how you would answer them using total objects (if possible). Have your companion or a native speaker check your sentences for correctness.
2. Keep a tally in the back of your planner for the number of times today you hear a native use partial and total objects. If a native uses one when you would have used the other, ask them why and make a note to practice.
3. As you study your Estonian materials pay attention to the use of the total object. Try to understand why it's used from the context. If you still don't understand why it is used, then discuss it with your companion or a native.

Review: Possession or Ownership

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing Possession or Ownership

- The Genitive Case
- Plurals
- The Partitive Case
- Objects

Activities

A. Error Correction

There are five errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

"Mul on alati meeles kaks noort mehest, kes teenisid mina misjonil. Üks neist oli superstaar. Ta oli haritud. Ta oli tark. Ta oli lahtise peaga. Ta oli pisut kõrk. Meil oli veel üks, kes oli silte maalija. Ta tuli sildipoest, oli väga vähese haridusega, kuid ta teadis oma küündimatuse ja toetus Issandale. Kui ta palvetas, teadsid sa, et ta räägib Issandat. See ei olnud mehaaniline harjumus, see oli vestlus ja see noor mees saatis korda imede, samas kui teine noor mees tegutses sihitult. Vägi, mis ühel oli ja teisel puudus, oli nii ilmne."

"I always remember two young men who served in my mission. One was a superstar. He was educated. He was bright. He was quick. He was a little arrogant. We had another who was a sign painter. He came from a sign shop with very little education, but he knew his inadequacies and he relied on the Lord. When he prayed, you knew he was talking with the Lord. It wasn't a rote thing, it was a conversation and that young man accomplished wonders while the other young man went through the motions. The power that was in the one and the absence of power in the other was so apparent. Call upon the Lord. He has extended the invitation, and He will answer."

B. Error Correction

There are eight errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Minu vanemate õpetasid minu juba noores eas uskuma Issandasse. Nad armastasid mind ja tahtsid, et mina tunneksin sama rõõm, mis nemad on kogu aeg tundnud evangeeliumi järgi elamisest. Ma käisin algühingus koos oma sõbradega ja ma õppisin pühakirjad sellepärast, et ma tundsin, et minu vanemad ootavad selle minult. Kuigi ma olin terve oma elu arvanud ma tean need asjad, ma hakkasin aru saama, et ma ei olnud kunagi saanud vaimse kinnituse, et see kõik on Jumalalt. Mulle tuli meelde kõik need sõnad, mida ma olin algühingus mitu korda kuulnud: et kui sa tahad midagi kindlalt teada, siis tuleb küsida sind Taevaselt Isalt siiras palves. Nii et seda ma tegingi.

My parents taught me at a young age to believe in the Lord. They loved me and wanted me to feel the same joy they have always felt from living the Gospel. I attended primary with my friends and I studied the scriptures because I felt that my parents expected it of me. Although I had thought for my whole life that I knew those things, I came to understand that I had never received a spiritual confirmation that it is all from God. I remembered all those words I had heard several times in primary: that if you want to know something surely, then you must ask of God in sincere prayer. So that's what I did.

C. Error Correction

There are seven errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

> Maailmal on alati olnud raske elavaid prohvetit ja apostleid omaks võtta, kuid see on esmaoluline, et täielikult mõista lepitus ja Jeesus Kristus õpetused ning saada õnnistuste täiuse selle preesterluse kaudu, mis on antud neile, keda Ta on kutsunud. Liiga paljud arvavad, et Kiriku juhid ja liikmed peavad olema täiuslikud või peaaegu täiuslikud. Nad unustavad, et Issanda armu on küllaldane, et viia täide Tema tööd siin surelikkuses.
>
> *It has always been hard on earth to accept the living prophets and apostles, but it is essential to understanding the Atonement and the teachings of Jesus Christ as well as receiving the fullness of blessings through the priesthood that is given to those whom He has called. Too many think that the leaders and members of the Church should be perfect or almost so. They forget that the Lord's grace is sufficient for accomplishing His work here in mortality.*

D. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. Our families are important.
2. We are all children of God.
3. The Church of Jesus Christ of Latter-day Saints is led by prophets and apostles.
4. The prophets help us avoid obstacles in our lives.
5. God loves us.
6. God often helps us through other people.
7. I want to help you strengthen your testimony.
8. This is my copy of the Book of Mormon.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The members of the Church **cannot drink** alcohol. (*The da-Infinitive*)
- In order to be forgiven for your sins, you **need to confess** them. (*The ma-Infinitive*)
- God could never **leave** us behind. (*Transitive and Reflexive Verbs*)
- **Pray** for help to stop smoking. (*Command Form*)
- **Do not take** the name of God in vain. (*Negative Command Form*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What does God want for us?)
- Heavenly Father Reveals His Gospel in Every Dispensation (Why did God call prophets? Why do we need them?)
- The Restoration of the Gospel (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- The Book of Mormon (What can we learn from the Book of Mormon? For what purpose was it written?)
- Pre-Earth Life (What is God's purpose and plan for us?)
- The Atonement (Why did Christ perform the Atonement? Why do we need it?)
- Repentance (What do we need to do in order to repent?)
- Baptism (Why do we need to be baptized?)
- Obedience (Why does God want us to obey?)
- Pray Often (What should we pray for? How do we express our needs and desires?)
- Priesthood (What can be done with the priesthood?)
- Missionary Work (Why should we desire to do missionary work as members?)
- Temple and Family History (Why do we need temples? How can I get involved in Family History work?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Extend Commitment Invitations (Why does God give us commandments? How can I show encouragement and support?)
- Give Directions (How do I tell someone how to get somewhere?)

The *da*-Infinitive

Examples

Meil tuleb iga päev **tänada** Jumalat oma õnnistuste eest.	We must **thank** God every day for our blessings.
Ta tahab meilt midagi väga tähtsat **küsida**.	He wants **to ask** us something very important.
Meie misjoni juhataja tahab **teada**, miks me pole seal.	Our mission president wants **to know** why we aren't there.

Explanation

In Estonian, there are two kinds of infinitives for each verb: the ***ma*-infinitive** and the ***da*-infinitive**.

In Estonian, at most one verb is conjugated to the subject. All other verbs in the same clause are in the infinitive. In English, we express the infinitive with "to," as in "to read," "to eat," and so on.

Examples

Misjonärid tahavad **õpetada** Jeesusest.
*Missionaries want **to teach** about Jesus.*

Ma lähen Eestisse inimesi **aitama**.
*I'm going to Estonia **to help** people.*

The infinitive is rarely alone in a sentence without a conjugated verb. The times where it does stand alone are very rare and beyond the scope of this book. This chapter talks about the *da*-infinitive. The next chapter will cover the *ma*-infinitive.

The *da*-infinitive is one of the four forms of the verb that you should memorize (*ma*-infinitive, stem, *da*-infinitive, and *tud*-form). Most other forms of verbs can be predictably formed from these four.

Form

The *da*-Infinitive

The *da*-infinitive is an infinitive that ends with either *-da, -ta,* or *-a.* It is one of the four forms of the verb that you will likely have to memorize. For many verbs it is formed simply by replacing *-ma* with *-da*.

***ma*-Infinitive**		***da*-Infinitive**
luge/ma (to read)	→	*luge/da*
palveta/ma (to pray)		*palveta/da*

There are, however, many verbs that are irregular in the *-da*. You can either look them up in the dictionary or refer to the "Go the Extra Mile" section for examples and some information on how to form them.

Uses of the *da*-Infinitive

The *da*-infinitive is the more common of the two infinitive forms, and is used in most cases when there is more than one verb. It is always the same regardless of how the first verb is conjugated.

Examples

Ma aitan sul puid **laduda**.
*I will help you **stack** wood.*

Kas sa oskad klaverit **mängida**?
*Can you **play** the piano?*

Misjonärid üritavad kiriku liikmete heaks **töötada**.
*Missionaries try **to work** for the good of Church members.*

Kiriku liikmed ei tohi **suitsetada**.
*Members of the Church are not allowed **to smoke**.*

Go the Extra Mile

Irregular Forms of the *da*-Infinitive

- In some cases, the endings *-ta* or *-a* are used instead of *-da.*

***ma*-Infinitive**		***da*-Infinitive**
seis/ma (to stand)		*seis/ta*
vaata/ma (to look)	→	*vaada/ta*
käi/ma (to walk)		*käi/a*

Note: For the verb *vaatama*, the stem to which the ending is added is not the same as in the *ma*-infinitive. This is the case with many verbs. To be sure, look the correct form up from a dictionary.

- When the *ma*-infinitive already has a "d" or "t" in front of *ma*, the consonant is not repeated.

***ma*-Infinitive**		***da*-Infinitive**
and/ma (to give)	→	*and/a*
saat/ma (to send)		*saat/a*

- In some instances, the "t" at the end of the verb stem is doubled.

***ma*-Infinitive**		***da*-Infinitive**
võt/ma (to take)	→	*võt/ta*

- When the *ma*-infinitive includes ***-oo*** or ***-öö***, the *da*-infinitive will end in ***-uu*** or ***-üü***, respectively.

***ma*-Infinitive**		***da*-Infinitive**
too/ma (to bring)	→	*tuu/a*
söö/ma (to eat)		*süü/a*

- Sometimes, when the verb ends with **-ema,** the *da*-ending is "absorbed" by the last consonant instead of being pronounced.

***ma*-Infinitive**		***da*-Infinitive**
tule/ma (to come)	→	*tull/a*
mine/ma (to go)		*minn/a*

- The above rules will explain some cases of the *da*-infinitive being irregular, but there are many others. To be sure of the correct *da*-form, you will likely have to look verbs up in a dictionary.

***ma*-Infinitive**		***da*-Infinitive**
jooks/ma (to run)		*joos/ta*
ole/ma (to be)	→	*oll/a*
oota/ma (to wait)		*ooda/ta*
ütle/ma (to say)		*ütel/da* or *öel/da*
tege/ma (to do)		*teh/a*

Activities

A. Forming the Infinitives

Find the da- form for the following verbs. Check your answers.

1. to pray
2. to teach
3. to live
4. to cry
5. to learn
6. to read
7. to look
8. to sing
9. to testify
10. to know
11. to say
12. to die
13. to feel
14. to speak
15. to find
16. to see
17. to attend
18. to listen
19. to help
20. to think

B. Identify the *da*-

Identify the verbs in the da- infinitive form in the following paragraph. Check your answers.

> Mormoni Raamat aitab meil samuti mõista, et Jumala käsud ei ole mitte piirav nimekiri lubatud ja keelatud tegevustest, vaid teeviit õnneliku ja küllusliku elu suunas. Kui mõistame, et evangeeliumi esimesed põhimõtted ja talitused muudavad meie elu täisväärtuslikumaks, siis hakkame hindama seda, et need põhimõtted aitavad vastata mis tahes küsimusele ja rahuldada mis tahes vajadust. Näiteks mõistame, et meeleparandus, andestamine ja leping teenida teisi on olulised suhete paremaks muutmisel oma abikaasaga. Me näeme, et usk Kristusesse, lepingute vastuvõtmine ja nende täitmine ning Vaimu õhutuste järgimine võivad aidata teismelistel vältida neid ümbritsevaid tohutuid kiusatusi. (*Jutlusta Minu Evangeeliumi*, 108)

C. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ma tahan **olen*** misjonär.
   I want to be a missionary.
2. Jumal palub meil **et järgida** tema käske.
   God wants us to follow His commandments.
3. Ma tahan sind **lugeda*** seda peatükki.
   I want you to read this chapter.
4. Seda on väga raske **teeb***.
   That is very hard to do.

D. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ma tahan oma misjoni ajal edukas olla.
2. Kas sa tulla meiega pühapäeval kirikusse?
3. Sind on raske mitte tähele paned.
4. Miks Jumal palub meil selliseid asju teeme?
5. Kui palju meil aega on, et sinna jõuda?
6. Millal sulle meeldida pühakirju lugeda?

E. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Ma tahan lugeda.
2. Kas nad ei saa tulla?
3. Me oleme siin, et teid teenida.
4. Nad palvetavad, et õppida.
5. Misjonärid üritavad esindada Jeesust Kristust.
6. Sina võid teada, et Mormoni Raamat on õige.

F. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Do you want to know?
2. Missionaries come to Estonia to help people.
3. We study to teach.
4. He can't speak.
5. I want to be an obedient missionary.
6. We want to share a message.

G. Sentence Creation

Using infinitives from A, create 10 sentences that you might in your first lesson today.

H. Writing

Practice using infinitives by writing a few sentences that you can use to extend invitations to investigators and members.

For example: *Mida sa tahad õppida?* (What do you want to learn?)

I. Scripture Activity

Read a chapter of the Book of Mormon in Estonian that you can use to teach one of your investigators. As you read, look for sentences that use the *da*-infinitive (make sure to pay attention to any that may end in "ta" or simply "a"). Write down a few you want to memorize. Use the chapter and your sentences to make a lesson plan for your investigator.

J. *Preach My Gospel* Activity

Read the section titled "Joseph Smith - Jumala Prohvet" in the *Prohvet Joseph Smithi Tunnistus* pamphlet. Identify where da-infinitives are used. Check your answers. Set specific goals to use this pamphlet and infinitives in your next lesson.

K. Language Study Plan Activities

1. Find 10 new verbs that will be useful during planned activities today and write them in your planner. Make a goal to use each of them several times today.
2. Often when the da-infinitive is used in a sentence the conjugated verb and da-infinitive are not observed together. Pay attention today to when natives use the da-infinitive and write down any sentences where you are not sure which words link together. Ask your companion or a native for help.

The *ma*-Infinitive

Examples

Sa pead suitsetamise maha **jätma**.	You have **to quit** smoking.
Jeesus tuli maa peale meie patte **lepitama.**	Jesus came to earth **to atone** for our sins.
Me peaksime vist **minema hakkama**.	We should probably **get going.**

Explanation

In Estonian, there are two kinds of infinitives for each verb: the ***ma*-infinitive** and the ***da*-infinitive**.

In Estonian, at most one verb is conjugated to the subject. All other verbs in the same clause are in the infinitive. In English, we express the infinitive with "to," as in "to read," "to eat," and so on.

Examples:

Misjonärid tahavad **õpetada** Jeesusest.
*Missionaries want **to teach** about Jesus.*

Ma lähen Eestisse inimesi **aitama**.
*I'm going to Estonia **to help** people.*

The infinitive is rarely alone in a sentence without a conjugated verb. The times where it does stand alone are very rare and beyond the scope of this book. This chapter talks about the *ma*-infinitive. The previous chapter covers the *ma*-infinitve.

The *ma*-infinitive is one of the four forms of the verb that you should memorize (*ma*-infinitive, stem, *da*-infinitive, and *tud*-form). Most other forms of verbs can be predictably formed from these four.

Form

Uses of the *ma*-infinitive

The *ma*-infinitive is the form of the verb that is given in dictionaries. It is used in these instances:

- After **verbs of motion.**

  Ma **jooksen** üldkonverentsi **vaatama.**
  *I'm **running to watch** general conference.*

  Jumal **saatis** oma Poja maa peale meie patte **lepitama**.
  *God **sent** His son to earth **to atone** for our sins.*

- After **certain participles and adjectives**, like *harjunud* (used to), *nõus* (willing), *valmis* (ready), *sunnitud* (forced), *kärm* (quick), and many others. Words like this are rarely indicated in a dictionary. The best way to learn them is to simply listen for natives using them with the *ma*-infinitive or use them yourself (with the *da*-infinitive), and let them correct you.

  Me oleme **valmis õpetama**.
  *We are **ready to teach**.*

  Me oleme **nõus** kõiki **aitama**!
  *We are **willing to help** everyone!*

  "Te olete **kärmed** toime **panema** süütegusid . . . " (1 Nefi 17:45)
  *"Ye are **swift to do** iniquity . . . "*

- After **other verbs**.

Verbs that call for the *ma*-infinitive			
pidama (to have to)	*ahvatlema* (to tempt)	*hakkama* (to begin)	*sundima* (to force)
jääma (to stay, to remain)	*kutsuma* (to invite)	*panema* (to put, make)	*veenma* (to convince)
õpetama (to teach)	*õppima* (to study, to learn)	*kohustama* (to commit)	*jätma* (to leave, desert)

As with the adjectives and participles given above, this is not a list of *all* verbs that call for the *ma*-infinitive. There are many more, and you will have to listen for native speakers' usage to know which words follow this rule.

Ma **jään** siia sinuga **ootama.** *I will **stay** here **to wait** with you.*	Saatan **ahvatleb** inimesi **patustama**. *Satan **tempts** people **to sin**.*
Lapsed **õpivad kirjutama**. *Children **learn to write**.*	Ma **hakkan nutma** kui ma vaimu mõju tunnen. *I **start to cry** when I feel the influence of the Spirit.*
Ühtäkki **hakkasid** kõik inimesed **laulma**. *All of a sudden, all the people **started singing**.*	President **kutsus** misjonäre üles päevikusse **kirjutama**. *The president **invited** the missionaries **to write** in their journals.*

Go the Extra Mile

While at first it may seem that having two infinitives in Estonian serves no purpose other than making it more complicated, there is a reason for the *ma*-infinitive. It indicates the "*implied future tense.*" Note that Estonian does **not** have a future tense as other languages do, and this is not an exception to that rule. The *ma*-infinitive is used when the sentence (by using a verb or adjective like the ones in this chapter) **implies that the second verb has a role in the sentence, but happens at a later time**.

Ma olen **nõus aitama**. *I am **willing to help**.*	*Here, the speaker is* willing *right now, but it is implied that he will help later.*
Ma **tulin töötama**. *I **came to work**.*	*The speaker is coming during the sentence, and it is implied that he or she will work upon arriving.*

This is also the source of using *saama* with the *ma*-infinitive to translate the future tense (*see* "Sentences and Word Order"). Although there is some grammatical basis for this, it is still incorrect and should not be used.

Note: Understanding this concept is not required to speak like a native Estonian. In fact, many Estonians do not even know that this is the reason for the *ma*-infinitive. You are free to simply memorize when the *ma*-infinitive is used without worrying about the reason. This explanation is given here to help the rules of Estonian seem less arbitrary and help you gain a sense of what words might require the *ma*-infinitive, even if you have not learned them before.

Activities

A. Forming the Infinitives

Find the ma- form for the following verbs. Check your answers.

1. to pray	2. to teach	3. to live	4. to cry
5. to learn	6. to read	7. to look	8. to sing
9. to testify	10. to know	11. to say	12. to die
13. to feel	14. to speak	15. to find	16. to see
17. to attend	18. to listen	19. to help	20. to think

B. Changing the Infinitives

Change the *ma*-infinitive to the *da*-infinitive, and the *da*-infinitive to the *ma*-infinitive, where applicable. Check your answers. Look up the definition of words you don't know in a dictionary.

1. magada
2. söötma
3. kirjutama
4. töötada
5. oodata
6. ahvatleda
7. jooksma
8. helistada
9. päästma
10. õnnistada
11. pildistada
12. mängima

C. Choosing the Infinitive

Choose the correct form of the verb infinitives for this story. Check your answers.

Minu suureks üllatuseks kutsuti mind **(töötama/töötada)** samal misjonil, kus aasta varem oli teeninud mu vanem õde. Olnud misjonil mõned kuud, viidi mind üle piirkonda, kus oli teeninud mu õde. Saanud **(teadma/teada)** mu üleviimisest, kirjutas õde ja palus, et ma külastaksin perekonda, keda ta oli koos oma kaaslasega õpetanud. Ta väljendas oma armastust Normanite pere vastu ja seda, kui lähedane ta oli nendega olnud ning kui pettunud ta oli, kui nad lakkasid Kirikuga tutvumast.

Me leidsime kaaslasega Normanid üles ja nad võtsid meid soojalt vastu. Nad olid nõus, kui me palusime neil uuesti taastatud evangeeliumi **(kuulama/kuulata)**. Ma pole kindel, milles peitus seekordne erinevus, aga nad olid meie sõnumi vastuvõtmiseks täiesti valmis. Kogu pere sai ristitud ja kinnitatud Kiriku liikmeks.

Pärast seda kogemust mõtisklesin ma teiste endiste Kirikuga tutvujate üle, kellega mu õde oli töötanud. Ma mõtlesin: „Kui see toimis Normanite puhul, äkki toimib see ka teiste inimeste puhul, keda ta õpetas." Ma otsustasin **(kirjutama/kirjutada)** oma õele ideest **(võtma/võtta)** ühendust teiste inimestega, keda ta oli õpetanud. Ta vaatas läbi oma päeviku ja saatis mulle teiste endiste Kirikuga tutvujate nimed selles piirkonnas. Me veetsime kaaslasega järgmise nädala nende inimestega ühendust võttes. Meie suureks rõõmuks olid peaaegu pooled neist nõus taas taastatud evangeeliumi **(kuulama/kuulata)**. Mitmed neist ristiti ja kinnitati Kiriku liikmeks. Nende endiste Kirikuga tutvujatega kohtudes palusime neilt, et nad soovitaksid meile ka sõpru ja tuttavaid, kes võiksid meie sõnumist **(huvituma/huvituda)**. Selle tulemusel leidsime me veel inimesi, keda (õpetama/õpetada). See oli kiireim aeg minu misjonil. *(Jutlusta Minu Evangeeliumi,* 166)

D. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ma tahan **lugema***.
   I want to read.
2. Sa **pidama*** jooksma.
   You have to run.
3. Mulle ei meeldi lihtsalt **istuma*.**
   I don't like just sitting.
4. Ta tuleb meid **aidata***.
   He is coming to help us.
5. Kui sa tahad vastust, siis sa pead siiralt **küsida***.
   If you want an answer, you have to ask sincerely.
6. Ma ei tea, mida **tegema*.**
   I don't know what to do.

E. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Kas võid proovida palvetama?
2. Te võite leida Jumalat.
3. Kas me võime alustama palvega?
4. Millal te tahate tuleda?
5. Kiriku liikmed proovivad järgima Jeesust Kristust
6. Me tahame tulema õpetama.

F. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Sa pead enne ristimist Tarkuse Sõna järgi elama.
2. Jeesus tuli selleks, et me saaksime naasta Jumala juurde.
3. Jumal saab sind aidata.
4. Ära hakka endas kahtlema kui raskustega silmitsi seisad.
5. Jeesuse eesmärgiks oli päästa inimkond.
6. Kas tead, kuidas meelt parandada?
7. Misjonärid lähevad igale poole evangeeliumi õpetama.
8. Me tahame aidata.
9. Käsud näitavad meile kuidas käituda.
10. Jumal, õpeta mind armastama kõiki inimesi.
11. Sa peaksid olema kõikide inimeste suhtes lugupidav.
12. Me kutsume sind koguduse üritusest osa võtma.

G. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Joseph went to the woods to pray.
2. Do you want to be baptized?
3. Jesus came to save us.
4. Can we come in?
5. The purpose of our life is to become like God.
6. You can always pray.
7. God wants to bless you.
8. You can learn to trust God.
9. You should start coming.
10. You can start to learn about God.
11. God does not want to force you to love Him.
12. My wish is to convince you to trust me.

H. Sentence Creation

Using infinitives from A, create 10 sentences to use in your first lesson today.

I. Writing

Practice using infinitives by writing a few sentences about what you want to do as a missionary, what investigators can do as members, and what they must do to live with God again.

J. Scripture Activity

Read a chapter of the Book of Mormon in English that you can use to teach one of your investigators. As you read, look for sentences that would use infinitives in Estonian. Write down how you would translate the sentences into Estonian. Then check your sentences using your Estonian scriptures and make any corrections. Use the chapter and your sentences to make a lesson plan for your investigator.

K. *Preach My Gospel* Activity

Read "Taevane Isa ilmutab oma evangeeliumi igal ajajärgul" on page 32 of *Jutlusta Minu Evangeeliumi*. Identify where infinitives are used. Check your answers. Set specific goals to use infinitives in your next lesson.

L. Language Study Plan Activities

1. Find 10 new verbs that will be useful during planned activities today and write them in your planner. Make a goal to use each of them several times today.

2. Often when a verb + infinitive form is used in a sentence the verb and infinitive are not observed together. Pay attention today to when natives use the verb + infinitive form and write down any sentences where you are not sure which words link together. Ask your companion or a native for help.

Transitive and Reflexive Verbs

Examples

Meie usk suureneb, kui me järgime Vaimu õhutusi.	Our faith grows larger when we listen to the Spirit's promptings.
Iga Kiriku liige peaks oma kutset suurendama.	Every member of the Church should magnify their calling.

Explanation

An important part of Estonian verbs is that they can be **transitive** (affect something else) or **reflexive**, also called intransitive (affect the thing doing them). A good example of this are the verbs *kasvama* (to grow) and *kasvatama* (to grow).

Taimed **kasvavad** kevadel kiiresti. *Plants **grow** quickly in the spring.*	Ma **kasvatan** oma aias tomateid. *I **grow** tomatoes in my garden.*

The first example, *kasvama*, means that the subject (*taimed*) is the thing that is growing. The second example, *kasvatama,* means that the subject (*mina*) is growing something else (*tomateid*). You pay attention when using words like this, since often in English the transitive and reflexive verb will be the same; for example, *sõitma* (to drive), and *sõidutama* (to drive *someone else*).

This difference is very important in Estonian, since using the wrong type of verb can completely change what you are saying. This chapter will show you ways to recognize transitive and intransitive verbs, and you will need to be sure to know which one you are using in order to be understood.

Form

Transitive Verbs

The most common way to recognize a transitive verb is the *-ta-* element. Almost all verbs that have this element immediately before the *-ma* are transitive. Many of these verbs can be formed from intransitive verbs, as shown in the table to the right. Sometimes, the ending has been shortened to *-tma* instead of *-tama*, but the difference is the same.

Other elements that can indicate a transitive verb are *-da-, -sta-, -nda-, -rda-,* and *-lda-.* Be aware that each of these elements has a slightly different meaning and is used in a slightly different way, but you need only remember that they indicate a transitive verb. For more information on verb endings, see "Verb Endings."

Reflexive Verbs

The most common way to indicate an explicitly intransitive verb is with the element *-u-*. This can replace the last vowel (most likely an *a*), or simply be added into the verb to indicate that it is intransitive.

Another element that can indicate an intransitive verb is *-ne-*, which is discussed more in "Verb Endings."

Reflexive	Transitive	Reflexive	Transitive
saama (to get, receive)	*saatma* (to send)	*riietuma* (to get dressed)	*riietama* (to dress)
jääma (to stay, remain)	*jätma* (to leave, abandon)	*tõmbuma* (to be pulled)	*tõmbama* (to pull)
istuma (to sit)	*istutama* (to plant)	*pühenduma* (to focus oneself)	*pühendama* (to dedicate)
keema (to boil)	*keetma* (to boil, cook)	*ärrituma* (to get upset)	*ärritama* (to upset)
küpsema (to cook, ripen)	*küpsetama* (to bake, cook)	*lülituma* (to switch oneself)	*lülitama* (to switch)

Notes on Transitive and Reflexive Verbs

- The verb *saama* can be used as either a transitive or reflexive verb, depending on context. There are other verbs that behave in the same way, but they are relatively uncommon.

Ma **sain** eile uued saapad (transitive). *I **got** new boots yesterday.*	Ta tahab arstiks **saada**. *He wants to **become** a doctor.*

- Frequently in Estonian, it is possible to use a transitive verb in a similar way to its intransitive counterpart by adding the reflexive pronouns *end* or *ennast* (oneself).

Palju väge **peitub** püharkirjades. *There **is** much power **hidden** in the scriptures.*	Ta **peidab ennast** meie eest. *He **is hiding** from us.*

Note: Although these uses are occasionally similar in meaning, it is very common for them to have very different connotations and are used in very different ways. Ask a native to explain the meaning of these types of verbs to be sure you use them correctly.

Activities

A. Recognizing Transitive and Reflexive Verbs

Classify the bolded verb in each of the following sentences as either transitive or reflexive (intransitive). Check your answers.

1. Ma **viskasin** palli oma sõbrale
2. Kristus **õpetas** oma apostleid tähendamissõnadega.
3. Jumal **saadab** meile abi just siis, kui meil seda vaja on.
4. Me **tuleme** täna natuke varem kirikusse.
5. Me **alustame** nüüd oma koosolekut.
6. Kirik **algab** kell 11.
7. Uusi kiriku õppematerjale **tõlgitakse** Eesti keelde.
8. Tema kass **tõmbus** kerra minu süles.
9. Buss **saabub** Tallinna kell 13:50.
10. Ma **sõidan** väga kiiresti praegu.

B. Translation

Translate the following sentences to Estonian. Pay special attention to transitive and reflexive verbs. Check your answers.

1. My mother grows tomatoes in her garden.
2. Your faith will grow very quickly if you show desire.
3. Our lesson with Matis starts in five minutes!
4. Can we start our lesson with a prayer?
5. I would like to explain the ordinance of baptism again.
6. It became clear that he did not want to meet anymore.
7. I remembered that I left the lights on.
8. He reminded me that I left the lights on.
9. He turned around and started talking to us.
10. I turned my scriptures so he could see them too.

C. Scripture Activity

Read *1 Nefi 19:14–16*. Write down all verbs, and classify them as transitive or reflexive (intransitive). Check your answers.

D. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Jumal pöördub laste südamed nende isade poole.
2. Ta ütles, et ta sõber tuletab täna kirikusse.
3. Ma peitusin oma rahakoti selle padja alla.
4. Palun lülitage oma mobiiltelefonid välja.
5. Ma kõrbesin oma kätt selle pliidi peal!
6. Pange ennast kiiresti riidesse, me läheme kirikusse!

Command Form

Examples

Anna meile kannatlikkust, et me saaksime teha seda tööd.	**Give** us patience, that we might be able to do this work.
Räägi lihtsalt südamest.	Just **speak** from the heart.
Tulge tagasi homme kell viis!	**Come** back tomorrow at five.

Explanation

Command form (also called the imperative) is used when you are telling someone to do something. Commands in Estonian are used very frequently. As missionaries, you will use it daily, especially in your prayers.

Palun **õnnista** mu perekonda.
*Please **bless** my family.*

Toetu Vaimule, kes näitab sulle, kuhu minna ja mida teha.
***Rely** on the Spirit, who will show you where to go and what to do.*

Form

Singular Commands

The most common form of a command, the second person (*sina*) command, is used in any situation when *sina* would be appropriate, like talking to your companion or praying. This form is simply the stem of the verb.

***da*-Infinitive**		**Plural command**
palveta/da (to pray)	→	*palvetage*
aida/ta (to help)		*aidake*

Jeesus ütles: "**Armasta** oma ligimest."
Jesus said: "Love thy neighbor."

Nefi palus Jumalat: "**Anna** mulle jõudu purustada need köidikud."
Nephi asked God: "Give me strength to break these bonds."

Plural Commands

There is also a plural command form, which is used in any situation when *teie* would be appropriate, including **formal exchanges** and **talking to multiple people**. This form usually comes from the *da*-infinitive, onto which one of two possible endings (*-ge* or *-ke*) is added. For information on how to form the plural command form, see the "Go the Extra Mile" section.

Palun **lugege** see peatükk enne meie järgmist õppetundi.
*Please **read** this chapter before our next lesson.*

Tulge koos meiega!
***Come** with us!*

"Lets"

Quite often, you will want to use the first person plural (*meie*) command form. In English, we do this with the word "let's." In Estonian, you will simply use the normal *meie* conjugation of the verb.

Lähme ruttu, buss lahkub viie minuti pärast!
Let's hurry *(go quickly), the bus is leaving in five minutes!*

Paastume oma kirikuga tutvuja eest!
Let's fast *for our inverstigator!*

Note: Since this is not a command form, the rules regarding the object of command sentences do not apply (see next section).

Objects in Command Sentences

Command form is one of the few times in Estonian where the total object is treated differently. **The total object of a verb in command form goes in the *nominative* case**.

Palun **anna** mulle see **pastakas**.
Please ***give*** *me that* ***pen****.*

Tehke see asi mu eest ära, palun.
Please ***do this thing*** *for me.*

As with normal verbs, the object of a negative sentence is always in partitive.

Go the Extra Mile

Forming the Second-Person Plural Command

The following rules can be used to form the plural command form.

- If the *da*-infinitive **ends in *-da***, the ending will be ***-ge***.
- If the *da*-infinitive **ends in *-ta***, the ending will be ***-ke***.
- If the *da*-infinitive **ends in *-a***, and is **preceded by a vowel**, the ending will be ***-ge***.
- If the *da*-infinitive **ends in *-a,*** and is **preceded by a voiced consonant** (*l, n, r*) the ending will be ***-ge***.

***da*-Infinitive**	→	**Plural command**
luge/da (to read)		*lugege*
visa/ta (to throw)		*visake*
vii/a (to bring)		*viige*
tull/a (to come)		*tulge*
teh/a (to do)		*tehke*

- If the *da*-infinitive **ends in *-a,*** and is **preceded by an unvoiced consonant** (*h, s, t*) the ending will be ***-ke***.
- In verbs where a **double vowel changes** in the *da*-infinitive, the ***ma*-infinitive is used** to form the plural command.

***ma*-Infinitive**	→	***da*-Infinitive**	→	**Plural command**
söö/ma (to eat)		*süü/a*		*sööge*
loo/ma (to create)		*luu/a*		*looge*

There are exceptions to these rules (although they are uncommon). To be sure, you can look the word up in a dictionary.

First Person Plural Commands

In normal speech you will simply use the *meie* conjugation to command in the first person plural, as discussed earlier in this chapter. However, there is a more formal command form for first person singular. It's endings are *-gem* and *-kem.* It follows the same rules for formation as the plural command form.

This form is used only in very formal situations, like general conference talks and the scriptures.

Õpetagem kõiki inimesi, kes kuulata tahavad!
Let us teach *all the people who want to listen!*

Võtkem kõik oma prohetite sõnad **kuulda**!
Let us all heed *the words of our prophets!*

Third Person Commands

There are also command forms for third person singular (*tema*) and plural (*nemad*). The endings, which are *-gu* and *-ku,* are used for both singular and plural. It also follows the same rules on which ending to use as the plural command form. Although this form of commands is not as common as others, it is still useful to know.

Sentences where this form is used can be very difficult to translate, but generally would be expressed in English with "let," similar to first person plural commands.

Nemad **aidaku** meil ka kaste tassida!
Let *them* ***help*** *us move boxes too!*

Su sõber **tulgu** ise meile seda ütlema!
Let *your friend* ***come*** *tell us that herself!*

Activities

A. Forming the Command

Put the following words in command form. As part of the "Go the Extra Mile" section, write down the gem/kem and gu/ku forms as well. Check your answers.

	Sina	Teie	Meie	gem/kem	gu/ku
armastama					
palvetama					
tulema					
tegema					
andma					

B. Altering Sentences to Command

Change the following sentences to command form. Check your answers.

1. Kas sa tuled siia?
2. Sa lähed linna.
3. Kas sa palvetad kannatlikkuse eest?
4. Kui sa loed seda raamatut, siis saad teada, et see on õige.
5. Sa räägid temaga.
6. Kas sa armastad oma ligimest?

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Loe see salm.
2. Räägime temaga kümnise seadusest.
3. Jaga oma tundeid selle pühakirja suhtes.
4. Palun aita meil rõõmu tunda.
5. Palveta ja küsi kas Joseph Smith oli prohvet.
6. Anna meile oma telefoninumber ja me anname sulle enda oma.
7. Palun too mulle oma lemmikraamat.
8. Kuulame head muusikat.
9. Pea Jumala käskudest kinni.
10. Tunnista pühapäeval Püha Vaimu mõjust.
11. Küpseta homseks ristimiseks midagi head!
12. Küsige nii palju küsimusi, kui soovite!

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Sisters, please help us prepare our dinner.
2. Ask them to pray daily.
3. Give (plural) water to those who thirst.
4. Repent, all ye ends of the earth, and come unto me and be baptized in my name.
5. Help your companions experience success.
6. Pray and ask for understanding.
7. Listen to the prophet!
8. Testify often.
9. End the lesson with a prayer.
10. Remember (plural) that church starts at 11:00.
11. Let's teach according to his question.
12. Keep the commandments and you will be blessed.

E. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Palun **lähe*** homme kirikusse.
   Please go to church tomorrow.
2. Ulata mulle palun **selle raamatu***.
   Please pass me this book.
3. Palun **tulege*** meiega.
   Please come with us.
4. **Luge*** seda raamatut.
   Read this book.

F. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Jumal õnnistagu teid!
2. Ola kannatlik!
3. Süü oma toitu.
4. Jagake oma tunnistust.
5. Teenime iga päev!
6. Ooda ja su vastused tulevad.

G. Sentence Creation

Using words from A, create 10 sentences to use during planned activities today.

H. Writing Prompt

1. Imagine that you have an investigator who is having trouble quitting smoking. Write out a list of things he could do to quit smoking. Work on using command form.

   Example: Pray for help. → *Palveta abi eest.*

2. Think of some of the God's commands. Write down a few in Estonian.

   Example: Get baptized. → *Saa ristitud.*

I. Scripture Activity

Read the following scriptures. Find the commands in each of them and write them down. Check your answers. Then write as many commands as possible for each command in different forms (loe, lugege, etc.). Make sure you could use your sentences in a teaching situation.

1. Õ&L 45:3–5
2. Moroni 7:33–34
3. 1 Nefi 7:12
4. Õ&L 18:10

J. Scripture Activity

For each of the following scriptures, write down the phrases that contain commands. Check your answers. Have your companion act as one of your investigators and use your sentences to personalize the scriptures for your companion.

1. 3. Nefi 13:6
2. Õ&L 88:63
3. Õ&L 1:37
4. Õ&L 88:119
5. Moosese 4:2
6. Õ&L 33:8–10
7. Jaakobi 2:18

K. *Preach My Gospel* Activity

Jutlusta Minu Evangeeliumi often uses the command form to tell you, the missionary, how to effectively perform your work. Prepare a lesson on some aspect of missionary work that you could present in a district meeting using the commands from a section of *Jutlusta Minu Evangeeliumi*.

For example: In Jutlusta minu evangeeliumi, 102, under Ringkonna koosolekud ja tsoonikonverentsid, each verb at the beginning of the bullets expresses a command: 1. Õpeta 2. Palu… rääkida 3. Väljenda 4. Palu… kõneleda *5. Palu… kõneleda.*

L. Language Study Plan Activities

1. Prepare sentences that you could use to give an investigator directions to the church. Practice giving your companion directions to the church as if he or she were the investigator. Have your companion give you feedback on your use of commands.
2. Throughout the day, use the command form to give your companion directions to each appointment, take turns telling each other who to talk to or contact, etc.
3. Set a goal to listen carefully to how native speakers use commands and notice any differences between how they use them and how you would use them.
4. The scriptures are full of commands. Find some key scriptures that use commands and memorize them. Practice changing the commands so you can personalize the scriptures for your investigators.

Negative Command Form

Examples

Ära püüdle maiste asjade poole!	**Don't strive** for worldly things.
Palun **ärge tehke** seda.	Please **don't do** that.

Explanation

The negative command form is used when you are telling someone not to do something. Negative commands can be just as important in everyday speech as positive commands. Every command form in Estonian also has a negative form.

Ärge kartke teha vigu.
Don't be afraid *to make mistakes.*

Ära lase mul täna kannatamatu olla.
Don't let *me be impatient today.*

Form

Singular Negative Commands

The most common way to tell someone to not to do something is to use the word ***ära*** and the **normal command** form.

Ära karda, Jumal on alati sinuga.
Do not be afraid*, God is always with you.*

Ära kahtle oma tunnistuses - kahtle oma kahtlustes.
Don't doubt *your testimony—doubt your doubts.*

Plural Negative Commands

In the second person plural (*teie*), use the word ***ärge*** and the normal **plural command** form.

Misjonärid, **ärge heitke** meelt!
Missionaries, ***do not despair****!*

Ärge võtke Jumala nime asjata suhu!
Do not take *the name of God in vain.*

First Person Plural Negative Commands

In first person plural (*meie*), there are two ways to form negative commands. For the everyday form (the *meie* conjugation) use the word ***ärme*** and the **stem of the verb**. For the more formal version (*-gem* and *-kem*), see the "Go the Extra Mile" section.

Vanem, **ärme** täna korvpalli **mängi**.
Elder, ***let's not play*** *basketball today.*

Ärme Lasnamäele **lähme***!
Let's not go *to Lasnamäe!*

***Note:** You may also use the **normal *meie* conjugation** (*lähme*, *teeme*, etc.) with the word *ärme* to form negative commands. Both are correct, and which one to use depends entirely on which sounds better in a given sentence.

Go the Extra Mile

Formal First Person Plural Commands

The formal first person plural command uses the word ***ärgem*** and the **formal first person plural command** form.

Ärgem saagem ebaviisakate inimeste peale kurjaks.
Let's not get *mad at rude people.*

Ärgem tehkem ennatlikke oletusi!
Let's not make *hasty assumptions!*

Third Person Commands

The third person singular and third person plural commands use the word ***ärgu*** and the **third person command** form.

Ärgu ta **tulgu** kui ta ei taha!
Let *him* ***not come*** *if he doesn't want to!*

Activities

A. Forming the Command

Put the following words in negative command form. As part of the "Go the Extra Mile" section, write down the gem/kem and gu/ku forms as well. Check your answers.

	Sina	Teie	Meie	gem/kem	gu/ku
vihkama					
valetama					
tulema					
tegema					
andma					

B. Altering Commands to Negative

Turn the following positive commands into negative commands. Remember that in negative sentences objects are in the partitive case. Check your answers.

1. Tule siia!
2. Mäleta seda!
3. Võta kingad jalast ära!
4. Minge selle bussiga!
5. Ava uks!
6. Tulge sisse!
7. Usu temasse!
8. Helista koguduse juhatajale!
9. Jaga tunnistust Piiblist.
10. Külasta seda vähemaktiivset liiget!

C. Altering Sentences to Negative Command

Change the following sentences to negative command form. Check your answers.

1. Kas sa tuled siia?
2. Sa lähed linna.
3. Kas sa palvetad kannatlikkuse eest?
4. Me anname Saatana kiusatustele järgi.
5. Sa räägid temaga.
6. Kas sa armastad oma raha?

D. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Ära unusta tulla kirikusse!
2. Ärge rääkige inglise keeles!
3. Ära ütle seda meile.
4. Ära loe palvetamata.
5. Ärge rääkige temaga kõlbelise puhtuse seadusest, kuni ta on Mormoni raamatu üle palvetanud.
6. Ära kirjuta kiriku presidendile.
7. Ärme sinna läheme.
8. Ärge laske mul nõrkeda.
9. Ära istu üksi bussi peal.
10. Ärme unustame kutsuda teda ristitud saama!
11. Ärme tuleme koju kuni oleme leidnud ühe perekonna keda õpetada.
12. Ärge mõistke kohut teiste liikmete üle.

E. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Let's not memorize the entire lesson.
2. Don't lie to your priesthood leader.
3. Do not try to lie to God.
4. Don't be afraid to ask for help! (plural)
5. Don't be afraid, God will always help you.
6. Don't drink coffee or tea! (plural)
7. Don't doubt God.
8. Please, don't apologize!
9. Don't forget to read the scriptures.
10. Don't sleep past 6:30.
11. Don't talk loudly during sacrament meeting.
12. Pray and don't worry if you don't know what to say.

F. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ära **lähe*** sinna ilma minuta.
   Don't go there without me.
2. Ära anna mulle **selle mantli***.
   Don't give me that coat.
3. **Ära*** unustage oma õnnistusi.
   Don't forget your blessings.
3. Ärme **paneme*** oma usku endasse.
   Let's not put our faith in ourselves.

G. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ära süü liiga palju.
2. Ära tege suitsu.
3. Ära maga sisse, ärka üles!
4. Ära karda kutsuda neid ristitud saama.
5. Ärge loege raamatuid mis pole kohased misjonäridele.
6. Ärgu ta unustagu Püha Vaimu mõju oma elus.

H. Sentence Creation

Using words from A, create 10 sentences to use during planned activities today.

I. Writing Prompt

1. Imagine that you have an investigator who is having trouble quitting drinking. Write out a list of things they could NOT do to quit drinking. Work on using command form.

   Example: Don't go to bars. ⟶ *Ära mine baaridesse.*

2. Think of some of the things God's prohibits. Write down a few in Estonian.

   Example: Don't worship other gods. ⟶ *Ära kummarda teisi jumalaid.*

J. Scripture Activity

Look for negative commands in *3 Nefi 13*. Write them down and check your answers. Discuss with your companion why God has given us those negative commandments.

K. Scripture Activity

For each of the following scriptures, write down the phrases that contain negative commands. Check your answers. Have your companion act as one of your investigators and use your sentences to personalize the scriptures for your companion.

1. 1 Nefi 14:25
2. 2 Nefi 4:28–29
3. Moosia 26:28
4. 2 Nefi 1:24
5. 2 Nefi 8:7
6. Mormoni 9:27
7. 2 Nefi 10:20
8. 3 Nefi 11:28

L. *Preach My Gospel* Activity

Jutlusta Minu Evangeeliumi often uses the command form to tell you, the missionary, how to effectively perform your work. Prepare a lesson on some aspect of missionary work that you could present in a district meeting. Use the negative command form to emphasize what things you should not do as missionaries.

M. Language Study Plan Activities

1. Set a goal to listen carefully to how native speakers use negative commands and notice any differences between how they use them and how you would use them.
2. The scriptures are full of commands. Find some key scriptures that use negative commands and memorize them. Practice changing the commands so you can personalize the scriptures for you investigators.

Review: Expressing Desire, Need, Preference, etc.

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

- The *da*-Infinitive
- Transitive and Reflexive Verbs
- Negative Command Form
- The *ma*-Infinitive
- Command Form

Activities

A. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

> Me peame meeles pidada, kui väga Taevane Isa ja Tema Poeg meid armastavad. Nad ei hülga meid ja kui otsime nende abi, ei lase nad meil katsumuste alla matma. Tuletama meelde Peetruse kogemust Galilea järve raevukate lainetega. Kui Peetrus tundis enda ümber külma pimedust, mõistis ta kohe, mis teda ees ootab, ning otsustas selsamal hetkel palun abi. Ta ei hakanud Päästja võimeid kahtluse alla seada, vaid hüüdis lihtsalt: „Issand, päästad mind!"
>
> *We must remember how much our Heavenly Father and His Son love us. They will neither abandon us, nor will They allow us to be overcome if we seek Their help. Remember Peter's experience in the hostile waves of the Sea of Galilee. As Peter felt the cold darkness close around him, he recognized his dilemma immediately and chose in that very moment to call out for help. He did not question the Savior's power to save him; he simply called out, "Lord, save me."*

B. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

> Pidage meeles, et need, kes meid tõeliselt armastavad, võivad aitavad meil oma usku kasvatama. Kui mõistame, et valgus ja lohutus, mida Päästja võib meile annab, on liiga hinnalised, et seda uhkuse ohvriks tuua, siis võivad inspireeritud Kiriku juhid, vanemad ja usaldusväärsed sõbrad meid aidata. Kui seisame silmitsi küsimustega või kui meid vaevab kahtluse kiusatus, peaksime pidada meeles vaimseid õnnistusi ja tundeid, mis on varem meie südant ja elu läbistanud, ning koonduma oma usu Taevasele Isale ja Tema Pojale Jeesusele Kristusele. Palveta. Ära kahtleme oma tunnetes.
>
> *Remember that those who truly love us can help us build our faith. When we realize that the light and the comfort the Savior can extend to us are far too precious to lose to pride, then inspired Church leaders, parents, and trusted friends can help. When faced with questions or tempted to doubt, we should remember the spiritual blessings and feelings that have penetrated our hearts and lives in the past and place our faith in Heavenly Father and His Son, Jesus Christ. Pray. Do not doubt your feelings.*

C. Translation

On a separate sheet of paper, translate these sentences to Estonian.

1. Do you want to know what the Lord expects from us?
2. Will you pray for us?
3. Do not yield to Satan's temptations!
4. You can find God in everything.
5. Pray and ask if the Book of Mormon is true.
6. We want to come teach you.
7. Keep the commandments of God!
8. Doubt your doubts before you doubt your faith.

D. Companion Activity

In your next weekly planning session, go over each of your investigators and discuss what their needs are. Practice extending invitations according to the lessons you are teaching this week.

Asking and Answering Questions of Cause and Effect

Purpose

This function will help you talk about actions or events that are conditional on other things; for example, why God loves us or what we do to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God loves us **because** we are His children. (*Conjunctions*)
- I know **that** He is the reason why we're here. (*Et*)
- Moroni told Joseph he **would be** known everywhere. (*Conditional Verbs*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Great Apostasy (Why was there a Great Apostasy?)
- The Restoration of the Gospel of Jesus Christ (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- The Book of Mormon (What are the most important principles taught in the Book of Mormon?)
- Agency and the Fall (What would have happened if Eve hadn't partaken of the fruit?)
- Atonement (Where would we be without the Atonement? Why did Christ suffer for us?)
- Resurrection, Judgment, Immortality (What will happen when we are judged?)
- Through Jesus Christ We Can Be Cleansed from Sin (We can't be cleansed from our sins unless ____.)
- Faith (What do we believe when we have faith?)
- Repentance (What will happen if we don't repent?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Extend Commitment Invitations (What blessings will they receive after they have kept their commitment?)
- Use the Scriptures (Why do we need to read the scriptures?)

Conjunctions

Examples

Ma tean, **et** Jumal õnnistab sind kui sa seda teed.	I know **that** God will bless you if you do this.
Meie koguduses on mees, **kellel** oli see sama mure!	There is a man in our branch **who** had that same concern.

Explanations

Conjunctions allow you to connect multiple clauses or phrases to form sentences more complex than simply "subject + verb + object." You will need to use them constantly when speaking and teaching.

Mul ei ole hetkel rahakotti kaasas, **niiet** ma ei saa osta midagi.
*I don't have my wallet with me right now, **so** I can't buy anything.*

Palun anna mulle teada **kui** sa kohale jõuad.
*Please let me know **when** you get there.*

Although they are technically not conjunctions, question words are often used in a similar way, and this usage is covered in this chapter as well.

Vaadake mu Armastatud Poega, **kellest** mul on hea meel . . .
(3 Nefi 11:7)
*Behold my Beloved Son, **in whom** I am well pleased . . .*

Ma ei tea kedagi, **kellel** oleks selle vastu huvi.
*I don't know anyone **who** would be interested in that.*

Form

Unique Conjunctions

Many conjunctions, such as *nagu* (like), *aga* (but, however), *või* (or), *kui* (if, when), and others are very similar to their English counterparts, and require very little explanation. Below are some of the most common conjunctions in Estonian that might be difficult for foreign speakers, and you will most likely have to practice using them correctly.

- ***sellepärast, et...*** (because) - this word comes from the postposition *pärast*, meaning "as a result of." The important part when using this conjunction is to use **both parts**. Using only *sellepärast* actually means "and that is why," which is the opposite of "because." In spoken Estonian, the word *sest* may be used instead, as a shortened version of *sellepärast, et* . . .

  Jumal parandab meid **sellepärast, et** ta meid armastab.
  *God corrects us **because** He loves us.*

  Ta tuli täna kirikusse, **sest** ta tahtis õppida Jumalast. (spoken)
  *He came to church today **because** he wanted to learn about God.*

- ***sellel ajal kui . . .*** (while) - there is no word in Estonian for "while." Instead, you will use this phrase, literally meaning "at the time when." Both *sellel* and *samal* can be used in this phrase, and which one you use will depend slightly on context.

  Ma võin õppida keelt **samal (sellel) ajal kui** sa telefoniga räägid.
  *I can do language study **while** you are on the phone.*

- ***kuigi*** (although, even though) - since in English it is more common to say "even though" than "although," foreign speakers will often try to use two words to express this conjunction, such as *isegi kui* or something similar.

> Ta tuli kirikusse, **kuigi** õues on väga külm.
> *He came to church, **even though** it's cold outside.*

> **Kuigi** vahel tundub teisiti, teeb patt meid alati õnnetuks. (*JME*, lk. 50)
> ***Although** it sometimes appears otherwise, sin always leads to unhappiness.*

Note: Many Estonians would use a different sentence structure to express this idea. Instead of using the word *kuigi*, they would reverse the clauses, giving the following sentence.

> Õues on väga külm, aga ta tuli ikkagi kirikusse.
> *It's very cold outside, but he still came to church.*

Both methods are correct, and you can use either one, but you should be familiar with both.

- ***kas*** (whether, if) - *Kas* is a question word that can also be used as a conjunction. It is used when the second clause of a sentence might happen/be true or might not.

> Ta ei tea, **kas** ta tahab tulla.
> *She doesn't know **if** she wants to come.*

> Ma küsin talt, **kas** ma peaksin tegema magustoidu või mitte.
> *I'll ask him **whether** I should make dessert or not.*

- ***et*** (that, in order to) - *Et* is a general conjunction with several meanings. For information, see the et chapter.

Question Words

In Estonian, question words can frequently be used in a way similar to conjunctions. This can be confusing for English speakers, because often in English we simply use the word "that" instead of the correct word (whom, which, etc.) to link parts of a sentence. In Estonian, it is extremely important that you use the correct question word, since using the word *et* (that) can change the meaning of the sentence.

> Ma tean kedagi, **kes** saaks meid aidata.
> *I know someone **that** (**who**) could help us.*

Many times, the question word being used in this way will require a case, since it is part of the next clause.

> Ma ei mäleta selle mehe nime, **kellega** me tänaval rääkisime.
> *I don't remember the name of the man **that** (**whom**) we talked to on the street.*

> Elus peame vahepeal tegema asju, **mida** me ei taha teha.
> *Sometimes in life we have to do things **that** (**which**) we don't want to do.*

See as a Linking Word

In Estonian, sometimes it is necessary to apply a case to an entire clause or phrase.

> Tema sõber rääkis mulle **sellest**, kellega ta abiellus.
> *Her friend told me **about** who he married.*

In this example, the subject is talking about "who he married." Since this is a phrase, not a noun, it cannot be put in the *st*-case to show that it is the thing being talked about. In this type of situation, the word *see* (this) is used to receive the case, with the phrase added directly after. The clauses can be linked with either the conjunction *et* (that), or a question word, like *kes, mis, kui,* etc. depending on the sentence.

Ma pean ära harjuma **sellega**, et mu pere on minust kaugel.
I have to get used to my family being far away from me.

Ta rääkis **sellest**, miks tema meelest ei ole kirikuid vaja.
He talked about why he thinks churches aren't needed.

Jeesus tuli maa peale **selleks**, et täide viia lepitus*.
Jesus came to earth to carry out the Atonement.

*For information on why this total object in is the nominative case, see chapter 11, "Objects."

Note: This principle can also be used with pre- and postpositions (see chapter 37, "Prepositions and Postpositions"). For example, the phrase *sellepärast, et...* (because...) is simply an application of this principle (with *selle* and *pärast* combined).

Cause

Me näitame Jumalale oma usku **selle kaudu**, et peame käskudest kinni.
*We show God our faith **through** our keeping the commandments.*

Ta tuli kirikusse ainult **pärast seda**, kui ta oli oma vanematelt loa saanud.
*He came to church only **after** he had gotten his parent's permission.*

Activities

A. Fill in the Blank

On a separate sheet of paper, write the noun in the genitive case. There may be more than one possible correct answer. Check your answers.

1. Ingel juhatas Joseph Smithi plaatide juurde ____ ta eesmärk oli Mormoni Raamat esile tuua.
2. Preesterluse võtmeid ei olnud pikka aega maa peal, ____ kõik apostlid surid.
3. See on minu kaaslane vanem Brown, ____ ma olen headeks sõpradeks saanud.
4. ____ sa palvetad, võid sa tunda Püha Vaimu.
5. Ma ei tea, ____ ta saab homme kirikusse tulla.
6. Jumal vaatab, ____ inimesed täidavad kutseid, ____ neile antud on.
7. Ma näitan oma usku Jeesusesse ____ teenin inimesi enda ümber.
8. ____ maa oli pikk, rändasid pioneerid üle väljade Utah'sse.

B. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ma ei tea, kellega meid aitas.
2. Edward Partridge ei teadnud, mis ta tahab kiriku liikmeks saada.
3. Joseph Smithile tehti jalaoperatsioon, kuigi tal oli jalg haige.
4. Ma ei tea, miks ma talle helistada tahan.
5. Ma aitan inimesi kuigi ma armastan Jumalat.
6. Ma võin sinuga rääkida, sest sa nõusid pesed.

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Me soovime sind homme kirikus näha sellepärast, et me hoolime sinust.
2. Kas sa tead kedagi, kes meie sõnumit kuulata tahaks?
3. Liikmetega õpetamine on nii tähtis, sest nad panevad kirikuga tutvujaid enda sõprusega mugavamalt tundma.
4. On sul ideid sellest, mida me saaksime teha, et neid inimesi aidata?
5. Jumal vajab inspireeritud prohveteid sellepärast, et nad saavad ta soovid tervele maailmale teatavaks teha.
6. Sinu suhe Jumalaga on talle oluline, sest ta armastab sind.
7. See, miks mormoonid teed ja kohvi ei joo, on paljudele müsteerium.
8. Samal ajal kui sa Tarkuse Sõnast räägid, otsin mina õige pühakirjakoha.

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Find out whether they want to learn about the gospel.
2. Missionaries never know where they will be sent.
3. For a long time I didn't know whether there is life after death.
4. Even though I was young, I read the Book of Mormon every day.
5. I don't know to this day, why things in the world are how they are.
6. I know that everything has a reason because God has a plan for everyone.
7. Ask God to know what you have to do.
8. I knew I had to go on a mission after I got a sure confirmation from God.

E. Writing

Practice using conjunctions by writing your own sentences about your testimony and the lesson you are planning on teaching today.

F. Scripture Activity

Read Helamen 8:18 and write all the conjunctions. Check your answers. Then use this verse to teach your companion about the importance of prophets as if you were teaching the first lesson. Get feedback on your use of conjunctions.

G. *Preach My Gospel* Activity

Read the principle "Kristuse kaudu võime me saada patust puhtaks." Using conjunctions, create a lesson plan that you could use to teach this principle to one of your investigators. Practice teaching your lesson plan to your companion as if he or she were that investigator. Get feedback on your use of conjunctions.

H. Language Study Plan Activities

1. Write sentences with conjunctions that you can use in your scheduled activities. Practice your sentences throughout the day.
2. Using flash cards, write down any conjunctions that you don't know well. As you practice them throughout the day, use them in sentences that you could use when teaching.

Et (the Conjunction)

Examples

Ma kahtlustan, **et** sul on küsimusi selle põhimõtte kohta.	I suspect **that** you have questions about this principle.
Ma tulin Eestisse, **et** aidata inimesi ja üles ehitada Kirikut.	I came to Estonia **to** help people and build the Church.

Explanation

The conjunction *et* is possibly the most common conjunction in all of Estonian. It has multiple meanings, and some are more common than others. Several of the most common uses will be covered in this chapter. Do not try to memorize the different uses of *et* given here, but rather use this chapter as a reference to acquaint yourself with, and see examples of, its correct usage.

Ma olen täiesti veendunud, **et** Jeesus Kristus armastab mind.
*I am totally convinced **that** Jesus Christ loves me.*

Me tulime siia, **et** tutvustada teile oma kirikut ja usku.
*We came here **in order to** introduce you to our faith and church.*

Jumal annab meile käsud sellepärast, **et*** ta armastab meid.
God gives us commandments because He loves us.

Mulle tundub, **et** te olete pahane.
*It seems to me **like** you are angry.*

*There are times where a sentence using *et* will be translated into English without a conjunction at all. Make sure you know when *et* should be used without having to rely on translating directly from English

Form

A Warning

Since *et* is so common, it is impossible to learn basic sentences without it. This means that you most likely learned to use *et* on your very first day in the MTC, saying things like *Ma tean, et Jumal elab* (I know that God lives). In most simple sentences, *et* can be translated into English as "that." While this is correct for some uses, **it is not always the case.** There are many times where *et* is used in a sentence where "that" would not be used in English, and there are even more times when a sentence that requires "that" to be translated into English uses words other that *et*. Using *et* incorrectly, or not using it when you should, can completely change the meaning of a sentence, simply sound wrong (see below).

See on see inimene, **et** Jumal kutsus prohvetiks. *That is the person so that God could call someone as a prophet.*	See on see inimene, **keda** Jumal kutsus prohvetiks. **(CORRECT)** *That is the person that God called to be a prophet.*
Sul on vaja palvetada saada oma pattudest lahti *You need to pray get rid of your sins.*	Sul on vaja palvetada, **et** saada oma pattudest lahti. **(CORRECT)** *You need to pray (**in order) to** get rid of your sins.*

As a General Conjunction

Possibly the most common usage of *et* is as a general conjunction to connect two clauses. This is the main usage that can be roughly translated as "that." It can connect the main clause with another clause that indicates purpose, object (see the "See as a Linking Word" section in chapter 17, "Conjunctions"), explanation, and others. Notice that, although some of the examples' translations here use "that" as a conjunction, not all do.

Examples

Me räägime praegu sellest, **et** ta koer kadus kuhugi ära.
Right now we're talking about his dog getting lost somewhere.

On võimalik, **et** ta lihtsalt ei taha meiega suhelda.
*It's possible **that** he just doesn't want to talk to us.*

Vaata ette, **et** sa lompi ei astu!
*Be careful **that** you don't step in a puddle!*

Jumal tahab, **et*** me oleksime alati võimalikult õnnelikud.
God wants us to always be as happy as possible.

***Note:** This type of sentence is one of the most important uses of *et* that missionaries often overlook. When using *tahtma* (to want), **the object cannot be the person you want to do something** (for example, saying *Ma tahan sind teha seda*). You **must** use *et* to link two clauses together, as shown here. The second clause (the thing that is wanted) will almost always use the conditional (*-ks-*).

To Show Results or Means

Et can also be used to show **how** a verb is done, or the **consequences** of that verb. This usage often requires the word *nii* (so).

Ürita rääkida nii, **et** keegi teine sind ei kuule.
*Try to talk so **that** no one else will hear you.*

Ta jooksis nii kiiresti, **et** tal tulid kingad jalast ära!
He ran so fast his shoes came off!

Teeme nii*, **et** teie kaks enam minu ukse taha ei ilmu!
How about the two of you don't show up at my door anymore!

**Teeme nii* (literally: "let's do it so") is a common saying in Estonian. In this context, it roughly means "How about…"

To Show Purpose

Et can also be used to show the reason **why** a verb is or was done. Given the many different ways in which this type of sentence can be translated, this usage may seem confusing at first. However, the general rule is quite simple: if the sentence talks about why the main verb happened, use *et* to link the main clause to the explanation.

Jeesus tuli maa peale, **et** teha lepitus* ja inimesi teenida.
*Jesus came to earth **to** (**in order to**) perform the Atonement and serve mankind.*

Ta andis mulle 50 eurot, **et** ma ostaksin endale uue mantli.
She gave me 50 euros for me to buy myself a new coat.

Me peaksime iga päev pühakirju lugema, **et** Vaim oleks koos meiega.
*We should read the scriptures every day **so** the Spirit will be with us.*

***Note:** This type of clause is one of the rare cases where the singular total object can be in the nominative case. This is only the case when the second clause does **not have another subject**. For example, in the second example above, the second clause has a second subject—*ma*—and therefore the total object is in genitive, as usual. See chapter 11, "Objects."

Activities

A. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Ma tahan **et lugeda.***
   I want to read.
2. **Ma usun*** see kõik on õige.
   I believe this is all true.

B. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Oota hommikuni see otsus teha.
2. Emma oli see naine, et Joseph abiellus.
3. Prohvetid teadsid kuna päevikusse kirjutamine on oluline.
4. Ma tean, et ma olen Jumala laps.
5. Homme läheme poodi nädalaks toitu osta.
6. Kas soovite, et tuleme teid homme aitama?

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Me jääme igal pühapäeval kauemaks kirikusse, et teiste misjonäridega pühapäevast mõnu tunda.
2. Ma olen rahul, et saan iga päev Jumala lapsi teenida.
3. Me peame alati meeles pidama, et Jumal armastab kõiki oma lapsi.
4. Joseph Smithi vanemad ei teadnud, et nende lapsest saab viimase ajajärgu esimene prohvet.
5. Mu ema rääkis mulle sellest, et Jumal armastab kõiki inimesi.
6. Kui ma sain aru, et Mormoni Raamat on õige, pidin ma misjonile tulema.

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Let's tell Silva today at church that the lesson is tomorrow evening at five.
2. We always wait until the preparation day to do our shopping for the week.
3. Help me become a better missionary so I can teach more people the gospel.
4. I know that God loves me.
5. My mother sent me a package so I wouldn't miss home that much.
6. God gave His Only Begotten Son so that we could be cleansed from sin.

E. Scripture Activity

Read the introduction of the Book of Mormon and write down all the sentences where there is the conjunction *et*. Think about why the conjunction is used in those sentences. Discuss with your companion.

Conditional Verbs

Examples

Jumal tahab, et ta lapsed **oleksid** võimalikult õnnelikud.	God wants His children **to be** as happy as possible.
Kui sul **oleks** kasvõi vähegi usku, siis see oleks võimalik.	If you **had** but a little faith, then it would be possible.

Explanation

The conditional in Estonian is used when the validity of a phrase or clause depends on something else. This is sometimes similar to using an "if, then" statement in English, but there are many other uses as well.

Examples

Jumal **võiks** ära võtta kõik meie probleemid, aga me siis ise **ei õpiks**.
*God **could** take away all our problems, but then we **wouldn't learn** ourselves.*

Kui keegi teine **oleks** kuldsed plaadid **leidnud**, Kirik **ei oleks pruukinud** püsida.
*If someone else **had found** the plates, the Church **might not have** survived.*

In Estonian, the conditional is also used to show politeness or acknowledgement that the speaker does not control the outcome, like when asking a favor or while praying.

Examples

Palun anna meile jõudu, et me **suudaksime** hästi teha seda tööd.
*Please give us strength, that we **might be able** to do this work well.*

Kas **te saaksite** meid palun aidata?
***Could you** please help us?*

Form

The conditional is formed by adding *-ks* to the present stem, followed by the endings given below. Notice that these are the same ending used in the past tense, simply without the *s*.

Conditional Conjugations			
mina:	**-in**	*meie*:	**-ime**
sina:	**-id**	*teie*:	**-ite**
tema:	**-**	*nemad*:	**-id**

1. Present stem.	*2. Add* -ks.	*3. Add ending.*
kirjuta-	kirjuta/**ks**	kirjuta/ks/**in**

Examples

Ta **saaks** meid aidata, aga ta lihtsalt ei taha.
*He **could** help us, he just doesn't want to.*

Kui **me saaksime** rohkem kontakteeruda, **oleks** meil rohkem õppetunde.
*If **we could** contact more, we **would have** more lessons.*

Negation

Negating a conditional verb is very similar to negating a normal verb. Simply use the particle *ei*, and remove the conjugation from the verb. The *-ks* ending is left on the verb to show that it is still conditional.

Examples

Ta tuleks kirikusse kui tal **ei oleks** sellel ajal tööd.
*He would come to church if he **didn't have*** work at that time.*

Ma **ei oleks** hea misjonär kui mul **ei oleks** Vaimu.
*I **wouldn't be** a good missionary if I **didn't have*** the Spirit.*

Ma **ei sööks** seda õuna kui ma oleksin sina!
*I **wouldn't eat** that apple if I was you!*

***Note:** There are many times in English where a conditional is expressed by using the **past tense** (like in these examples). At first you will be tempted to follow this pattern in Estonian, but it has a completely different meaning. You will have to learn when the conditional is used and how to form it correctly.

Past Tense

To express conditional in the past, you will have to use the helping verb *olema* along with the *nud*-form, similar to the past perfect tense. The *-ks* ending and conjugation are placed on the helping verb, and the verb is placed in the *nud*-form.

Examples

Minu vanemad **oleksid maksnud** mu misjoni eest, aga ma tahtsin seda ise teha.
*My parents **would have paid** for my mission, but I wanted to do it myself.*

Ma **oleksin pakkunud** end aitama, aga ma ei näinud teda.
*I **would have offered** to help, but I didn't see him.*

To negate a conditional verb in the past, simply negate the conditional helping verb *olema* and leave the verb in the *nud*-form.

Examples

See mees **ei oleks ristitud saanud** kui tal **poleks* olnud** oma sõbra abi.
*That man **would not have gotten baptized** if he **had not had** the help of his friend.*

Kui kõik inimesed oleksid täiuslikud, siis Jeesus **ei oleks pidanud** lepitust tegema.
*If all people were perfect, Jesus **would not have had** to perform the Atonement.*

***Note:** As with other forms of *olema,* the negative conditional form can be shortened from *ei oleks* to *poleks*. Both are correct.

For more information on *nud*-form, see chapter 29, "Perfect Tenses."

Go the Extra Mile

Could, Should and Would

These words are used to express the conditional in English. Since Estonian uses the conditional form of the verb instead of helping words like these, they can cause some confusion if you try to simply translate from English to Estonian. A general explanation for how to express each word is given here.

- **Could** - This is the easiest of the three to express in Estonian. It is expressed by using the conditional of a verb that expresses ability to do something like *saama* (can), *võima* (may), *suutma* (have will to), or several others.

Examples

Nad **võiksid** tulla, aga nad ei taha. *They **could** come, but they don't want to.*	Kui mul oleks raha, siis ma **saaksin** . . . *If I had money, then I **could** . . .*

- **Should** - The word *should* in English can mean several different things, depending on how it is used. This means that there are several different ways to express the idea in Estonian. The most common is the conditional form of *pidama* (to have to).

Examples

Sa **ei peaks** seda tegema *You **shouldn't** do that.*	Pakk **peaks** jõudma täna kohale. *The package **should** arrive today.*

- **Would** - This word is almost always simply implied by the conditional form of the verb.

Examples

Ma **jooksin** seda vett . . . *I **would drink** that water . . .*	Me **teeksime** seda, aga . . . *We **would do** it, but . . .*

Conditional Questions

The conditional forms of verbs are often used to ask questions. It is more polite to ask questions with the conditional ending, since it shows that the outcome does not depend on the speaker.

Examples

Kas te **saaksite** mind aidata? ***Could** you help me?*	Kas ma **peaksin** pintsakut kandma? ***Should** I wear a jacket?*

Short Conditional

The conditional also has a short form that is used quite often in spoken Estonian. It is formed by adding the normal *ks*-ending to the stem, but leaving off the normal conjugation (*-in, id,* etc.). Be careful using this form. Although it is technically correct in spoken Estonian, it is informal, and there are many sentences where an Estonian would not use it simply because it does not sound natural. Pay attention to how natives use it and mirror that.

Examples

Ma **tahaks** täna lõunaks pastat süüa. *I **would like** to eat pasta for lunch today.*	Sa **peaks** tulla täna kell 13. *You **should** come today at 1 o'clock.*

Activities

A. Alter Sentences

Change the following sentences to conditional; note how this changes the meaning. Pay attention to the tense of the verb. Check your answers.

1. Mida tema teeb?
2. Kas sa palvetad?
3. Ma tahan lugeda Mormoni Raamatut.
4. Joseph Smith ei öelnud seda.
5. Jumal aitab sind kui sa palvetad iga päev.
6. Kas sa loed iga päev pühakirju?
7. Kas sa tahad õppida Jeesusest Kristusest?
8. Mida sa tahad teha?

B. Fill in the Blank

On a separate sheet of paper, write down the verbs in these sentences in the conditional form. Check your answers.

1. Mida Jumal soovib, et sa ____ (tegema)?
2. Kui te ___ (tulema) kirikusse, te ___ (tutvuma) teiste liikmetega.
3. Nii nagu Alma, ma ___ (tahtma) kuulutada evangeeliumi igale inimesele.
4. Mida sina ___ (tegema) kui sa ___ (olema) Nefi olukorras?
5. Kas te ___ (soovima) kuulda Jumala prohvetite sõnumeid?
6. Sa ___ (võima) suitsetamise maha jätta, kui sa ___ (proovima).
7. Jumal ___ (andma) meile ilmutusi, kui me seda vaid ___ (otsima).
8. Jeesus ütles, et kui me ___ (panema) oma usku temasse ja ___ (järgima) teda, siis ___ (saama) päästetud.

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Taevane Isa ootab, et sa jagaksid evangeeliumi ka Tema teiste poegade ja tütardega.
2. Mida see tähendaks, kui see on õige?
3. Me peaksime õpetama lepitusest.
4. Kui sa palvetaksid iga päev, tunneksid sa rõõmu.
5. Ma tuleksin kirikusse, kui ma teaksin, kus see asub.
6. Millal te tahaksite ristitud saada?

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. God would have saved the Nephites if they would have repented.
2. We should pray always.
3. How would you feel if you were in Paul's situation?
4. God would never allow the president of the Church to lead the saints astray.
5. King Lamoni's father would have given away his whole kingdom to know God.
6. God could help you with any challenge you might face.

E. Sentence Creation

Pick a chapter from the Book of Mormon or a passage from *Preach My Gospel* you are going to use in a lesson today. Read it, and write down any verbs you find that are conditional. Using these same verbs, create new sentences where the conditional is used. Read the sentences to your companion, see if you could use these sentences in teaching.

F. Scripture Activity

Read *Moosia 15:19*. This verse talks about what would happen if there were no redemption. Write down the consequence given in the verse. Check your answer. Then write as many other consequences as you can following the same pattern. Focus on your use of the conditional and have your companion check your sentences after you finish.

G. *Preach My Gospel* Activity

Read "Luba inimestele õnnistusi" in chapter 11. How can you use conditional to promise blessings? What are the associated blessings with keeping the Sabbath day holy? Practice extending this commitment to your companion and promising blessings. Repeat this with a commitment you're planning on extending today.

H. Language Study Plan Activities

1. The conditional can be used to indicate future tense and politeness as opposed to conditional, especially when used in questions. During your scheduled appointments today, pay attention to how natives use the conditional. Write down sentences and make a note of the intended meaning behind the sentences.
2. Use the sentences you found from the previous activity as a template to create your own. Ask your companion or native speakers how they would respond to different questions and phrases that use conditional. Once you know how a phrase will be understood, use it in a lesson.

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Cause and Effect:

- Conjunctions
- Conditional Verbs
- Et (the conjunction)

Activities

A. Error Correction

There are five errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Meilt kui Päästja jüngritelt oodatakse, aga me teeks plaane ja valmistume. Kui seisame silmitsi küsimustega või kui meid vaevab kahtluse kiusatus, pidame pidama meeles vaimseid õnnistusi ja tundeid, mis on varem meie südant ja elu läbistanud, sest koondama oma usu Taevasele Isale ja Tema Pojale Jeesusele Kristusele. Me peame uskuma neisse, kuigi selles usus on peidus kõige püsivam õnn.

We are expected, as disciples of the Savior, to make plans and prepare. When faced with questions or tempted to doubt, we should remember the spiritual blessings and feelings that have penetrated our hearts and lives in the past and place our faith in Heavenly Father and His Son, Jesus Christ. We must believe in Them, because within that belief is hidden the most lasting happiness.

B. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Üks Päästja võimeid on see, sest ta on võimeline lohutama, tervendama ja tugevdama kõiki mehi ja naisi kõikjal, sellepärast, et Ta teeb seda vaid nende puhul, kes Teda otsivad aga Tema abi paluvad. Kui me alanduksime Issanda ees, ta ülendama meid. Ta tahab vaid, et me Temasse uskuma ja Tema abi paluksid.

One of the Savior's powers is His ability to comfort, heal, and strengthen all men and women everywhere, but He only does this for those who seek Him out and ask for His help. If we were to humble ourselves before Him, He would raise us up. He only wants us to believe in Him and ask for His help.

C. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. I would never deny the Holy Ghost.
2. Can I speak to you while we're walking to the bus?
3. We want to meet with you tomorrow because we care about you.
4. We would come to your place if you invited us.
5. We need to remember that God will always be there for us.
6. I know someone that could help you with anything.
7. I know that God loves me.
8. God gives us commandments because He loves us.

Asking and Answering Questions of Quality and Quantity

Purpose

This function is to help you talk about quantities of things; for example, how many kingdoms of glory there are or how many apostles we have today. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- There were **five** investigators at church today. *(Numbers)*
- The Church was founded on the **sixth** of April, 1830. *(Using Numbers—Ordinals and as Objects)*
- The early Saints were persecuted by **a lot** of people. *(Quantifiers)*

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Savior's Earthly Ministry (How many apostles did Jesus call?)
- Kingdoms of Glory (How many kingdoms of glory are there?)
- The Restoration of the Gospel (When was the Lord's church restored on Earth?)
- The Restored Church (How many members are in the Church today? How many apostles do we have in the present day?)
- Temples (How many temples do we have in the world today? How many times can you go to the temple?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Make a Purchase (How much does this item cost? How many should we buy?)

Numbers

Examples

Pärast kohtumõistmist on **kolm** erinevat auhiilgust.	After judgment there are **three** different glories.
Jeesus oli **kolmkümmend** aastat vana.	Jesus was **thirty** years old.

Explanation

As a missionary, you will need to use numbers every day. They will let you do things like set goals for key indicators, ask and give directions, use public transportation, share scriptures, purchase things, and so on.

Meie tänane eesmärk on **kolm** õppetundi.
*Our goal for today is **three** lessons.*

Me lähme **neljakümnega** kiriku juurde.
*We take **the 40** (bus) to church.*

Form

The following table gives the basic number words you will need to learn. From these numbers you can form any other number.

Basic Numbers			
1	*üks*	11	*üksteist*
2	*kaks*	12	*kaksteist*
3	*kolm*	13	*kolmteist*
4	*neli*	14	*neliteist*
5	*viis*	15	*viisteist*
6	*kuus*	16	*kuusteist*
7	*seitse*	17	*seitseteist*
8	*kaheksa*	18	*kaheksateist*
9	*üheksa*	19	*üheksateist*
10	*kümme*	20	*kakskümmend*
100	*sada*	million	*miljon*
1000	*tuhat*	billion	*miljard*

To the endings *-kümmend* (added to numbers to make words like forty and sixty), and *-sada* (hundred) are added directly onto the numbers 1–10, without a space.

kolm	+	*-kümmend*	=	*kolmkümmend* (30)
viis	+	*-sada*	=	*viissada* (500)

Note: In spoken Estonian, the ending *-kümmend* is almost always shortened to *-kend*. So instead of *kakskümmend* or *viiskümmend*, you will almost always hear and use words like *kakskend, viiskend,* etc.

Any other numbers, including *tuhat* (thousand), *miljon* (million), and compound numbers like *kolmkümmend üks* (thirty one) are written as separate words.

seitse	+	*tuhat*	=	*seitse tuhat* (7,000)
kuuskümmend	+	*viis*	=	*kuuskümmend viis* (60)

Note: When speaking and writing, the word *üks* (one) **is not used to start a number**. For example, the number 1,450 would be said or written as *tuhat nelisada viiskümmend,* and not as *üks tuhat nelisada viiskümmend,* and 132 as *sada kolmkümmend kaks,* not *ükssada kolmkümmend kaks*. However, if involved in a compound number, *üks* is used normally. For example, 5,170 is said or written as *viis tuhat ükssada seitsekümmend,* as you would expect.

Writing Numbers

- In English, we use commas to separate large numbers (5,437,219). In Estonian, **a space is used instead** (5 437 219).
- In English, we use a period (decimal) to separate numbers smaller than one (17.36). In Estonian, **a comma is used instead** (17,36). This also applies when speaking. So 3,5 is said in Estonian as *kolm koma viis*, **not** *kolm punkt viis*, as in English.

Using Numbers

When using numbers to tell how many of something there are, they will be followed by a **noun in the partitive singular**. Numbers in Estonian never call for the plural.

Examples

Tal on kodus ainult **kaks raamatut**. *He only has **two books** at home.*	Meile tuleb täna külla **10 inimest**. *Today we have **10 people** coming over.*
Ma tõin täna lõunaks **kaks võileiba**. *Today I brought **two sandwiches** for lunch.*	Tallinnas on rohkem kui **30 bussiliini**. *In Tallinn there are more than **30 bus routes**.*

The number *üks* (one) is the only number not followed by the partitive. It is followed by the nominative singular (as you might expect).

Examples

Mehel võib olla ainult **üks naine**. *A man may only have **one wife**.*	Mul on **üks asi**, mida ma tahan küsida. *I have **one thing** I want to ask.*

Go the Extra Mile

Casting Numbers

Numbers in Estonian take on the case of the word they are describing (see chapter 23, "Adjectives"), except with the *-ni, -na, -ta,* and *-ga* cases, with which they are in genitive. However, in all cases, **numbers are followed by the singular.** The nominative is followed by the partitive singular (as discussed above), and all other cases are followed by the singular of whatever case is being used.

Examples

Ma andsin täna **kolmele inimesele** Mormoni Raamatu. *Today, I gave a Book of Mormon to **three people**.*
Ta on käinud elu jooksul vähemalt **kümnes erinevas kirikus**. *Throughout his life, he has attended at least **10 different churches**.*
Ma rääkisin täna **kaheteist(kümne)* inimesega**. *I talked to **12 people** today.*

Nom.	Gen.	Part.
üks	ühe	üht(e)
kaks	kahe	kaht(e)
kolm	kolme	kolme
neli	nelja	nelja
viis	viie	viit(e)
kuus	kuue	kuut(e)
seitse	seitsme	seitset
kaheksa	kaheksa	kaheksat
üheksa	üheksa	üheksat
kümme	kümne	kümmet
sada	saja	sada

All parts of a compound number are in the same case for the nominative, genitive, and partitive. For all other cases, only the last word takes the case, and the rest are in genitive.

Examples

Kuuekümne seitsmel liikmel minu koguduses on töökohad. ***Sixty-seven*** *people in my ward have jobs.*
Kogudus hoolitseb rohkem kui **saja kahekümne inimese** eest. *The branch cares for more than* ***120 people****.*
Ta ema armastab oma **viitteist(kümmet)* last**. *Her mother loves her* ***15 children****.*

***Note:** The technically correct form of the *-teist* ending is *-teistkümme*, although this ending is almost always shortened in the nominative case. However, **the *-kümme* ending is used to form other cases**. In the **genitive** and **partitive** cases, it may be left off (*seitsmeteist* instead of *seitsmeteistkümne*), but **it must be used for all other cases** (*kahetestkümnel apostlil,* never *kaheteist apostlil*).

Millions and Billions

The words *miljon* (million) and *miljard* (billion) are treated as if they were a noun, not a number. This means that they are cased like the noun they are describing (partitive when the number of millions or billions is in nominative, and matching case for all others).

Examples

Kirikus on praegu **15 miljonit** liiget. *The Church now has* ***15 million*** *members.*
Üldkonverentsil räägib prohvet vähemalt **viie miljoni** inimesega. *At general conference, the prophet speaks to at least* ***5 million*** *people.*
Raske on anda süüa **kolmele miljardile** näljasele inimesele. *It is difficult to give food to* ***3 billion*** *hungry people.*

Numbers this large are also an exception in that when speaking and writing, the word *üks* (one) can, and must, be used to start the number. For example, 1,500,000 would be said as *üks miljon viissada tuhat*, rather than as *miljon viissada tuhat.*

Activities

A. Recognizing Numbers

On a separate piece of paper, write down the number that is written here in words. Check your answers.

1. kuuskümmend kuus tuhat viissada üheksakümmend kaks
2. üks miljon kakssada viis tuhat viiskümmend kolm
3. seitsesada üheksakümmend üks
4. neli tuhat kolm
5. viissada seitse tuhat üks
6. tuhat üheksateist

B. Forming Numbers

On a separate piece of paper, practice writing large numbers. Check your answers.

1. 761
2. 8593
3. 10 985
4. 76 032
5. 8029
6. 154 988

C. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Mul on kaks **vennad.***
   I have two brothers.
2. Me tahame rääkida täna **kümme inimestega.***
   We want to talk to 10 people today.
3. Jeesus andis preesterluse oma **kaksteist*** Apostlile.
   Jesus gave the priesthood to His Twelve Apostles.
4. Ta räägib **sada viiskend viie inimesega.***
   He is talking to 155 people.

D. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Ma lugesin Mormoni Raamatu esimest korda läbi kui olin kümme aastat vana.
2. Viieteistkümnel pildil mu kodu seintel on ka meie pere kass.
3. Me saame kirikusse minna buss number neljakümnega.
4. Ma kohtusin eelmisel pühapäeval kirikus vähemalt kolmekümne uue inimesega.
5. Perekonna läkitus ilmutati üle kümne aasta tagasi.
6. Minu perel on seitse koera.

E. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. My six brothers have also gone on missions.
2. I have at least 10 dress shirts.
3. My parents have been married for 25 years.
4. Elder Usevitch ate nine eggs this morning.
5. My two sisters have their own cars.
6. I brought one picture of each of my family members on my mission.

F. Writing

Practice writing numbers by writing down sentences you might use in your lessons today. Try to put the numbers in as many different cases as you can think of.

G. Scripture Activity

Consider the scriptures you will be using today. How long before or after Christ did it take place? Discuss with your companion how this impacts the perspective of what is taught and contained in the scripture. Set goals and make plans to share your thoughts with your investigators today.

H. *Preach My Gospel* Activity

Read "Repentance and Addiction Recovery" on page 187 of *Preach My Gospel*. Think of someone you are teaching who is struggling with a specific commitment (i.e., daily prayer, Word of Wisdom, taking the sacrament) and think of ways they can strengthen this area of their life. Make a list of activities they can participate in or friends they can turn to that will help them keep this commitment. Ideas include having them write 20 reminder notes and posting them where they will see or teaching with the missionaries a number of times each week or month.

I. Language Study Plan Activities

1. As you learn new words and hear natives use numbers keep track of the partitive form of new words and try to use them appropriately. If you hear a partitive word after a number that you don't understand then ask for the dictionary form of the word and write it down to look up later. See if you can understand its meaning through context.
2. If you are struggling to remember numbers and their forms then practice reciting them as you read the scriptures. Before you start each verse say the number of the verse aloud in each form (i.e., For 1 Nefi 1:1, say üks, ühe, and ühte, then read the verse. Continue with 1 Nefi 1:2). This repetition will give ample practice with the most commonly used numbers.

Using Numbers (Ordinals and as Objects)

Examples

Jumalus koosneb **kolmest** omaette **isikust.**	The Godhead consists of **three** distinct individuals.
Jeesus tõusis **kolmandal** päeval surnuist.	Jesus rose from the dead on the **third** day.

Explanation

The previous chapter described the basics of how to use numbers, but there are several other ways numbers can be used. This chapter will discuss ordinal numbers (first, tenth, etc.), and how to use numbers as objects. Ordinal numbers are useful when talking about time in Estonian, and especially when talking about the scriptures (second chapter, fourteenth verse, etc.)

Ma olen alles **kaheteistkümnes** inimene selles järjekorras.
I'm only the 12th person in this line.

Ta on lugenud iga kuu **ühe raamatu** juba kümme aastat.
*He has read **one book** every month for 10 years now.*

Form

Ordinal Numbers

Ordinal numbers are used to show position or rank in a group. They are generally formed in Estonian by adding *-s* to the genitive of a regular number. Like in English, the words *esimene* (first) and *teine* (second) are irregular.

Ordinal Numbers			
1st	*esimene*	6th	*kuues*
2nd	*teine*	7th	*seitsmes*
3rd	*kolmas*	8th	*kaheksas*
4th	*neljas*	9th	*üheksas*
5th	*viies*	10th	*kümnes*
11th	*üheteistkümnes*	20th	*kahekümnes*

- When forming any ordinal number, **all preceding numbers are put in the genitive case**, and the last number is ordinal.
- When forming the ordinal of *-teist* numbers, the long form of *-teistkümnes* is used.
- Even though the genitive of *kolm* is *kolm/e,* the ordinal is formed using *kolma-*.

Tuhat viissada nelikümmend kaks *One thousand five hundred forty two*	→	Tuhande viiesaja neljakümne teine *One thousand five hundred forty second*
Kaks tuhat seitsesada viisteist *Two thousand seven hundred twelve*	→	Kahe tuhande seitsmesaja viieteistkümnes *Two thousand seven hundred fifteenth*

nominative	genitive	partitive	other cases
esimene	esimese	esimest	esimese + ...
teine	teise	teist	teise + ...
kolmas	kolmanda	kolmandat	kolmanda + ...

Casing Ordinal Numbers

Just like normal numbers, ordinal numbers can be put in any of the 14 cases. Since *esimene* and *teine* are irregular, their cases are given in the table to the right. All other ordinal numbers follow the same pattern as *kolmas*. **The *-s* is replaced with *-nda* in the genitive and with *-ndat* in partitive.**

Just like with all other words, all other cases are formed by adding the appropriate ending to the genitive.

Note: When adding cases to ordinal numbers, only the number that is ordinal (the last one) is cased. All other parts stay in the genitive. Rules on the number matching the case of the noun it describes (except for the *-ni, -na, -ta,* and *-ga* cases, where it is in genitive) still apply, but only to the last number.

Ma rääkisin **kahekümne viienda inimesega**. *I spoke with the **twenty-fifth person**.*	Auhind läheb **saja teisele helistajale**! *The prize goes to the **hundred and second caller**!*
Anna raamat **esimesele inimesele**, keda sa näed. *Give this book to the **first person** you see.*	Ta sündis **kahe tuhande seitsmendal aastal**. *She was born **in 2007**.*

An unexpected use of the **partitive case** of ordinal numbers is saying **how many times something has been done.**

Examples

Me õpetame talle seda põhimõtet juba **viiendat korda**!
*We're teaching him this principle **for the fifth time** already!*

Niisiis, Peetrus, **teist ja eeldatavasti viimast korda** palun ma sul jätta see kõik maha . . . (Jeffery R. Holland)
*So, Peter, **for the second and presumably the last time**, I am asking you to leave all this . . .*

Numbers as Objects

When numbers are used as objects, they follow slightly different rules than other words. This section only deals with total and partial objects (direct objects). For information on other cases, see chapter 20, "Numbers." The same rules apply for determining if an object is total or partial when the object is a number (see chapter 11, "Objects").

- Total object - When a number is a total object, **the number is in nominative and the word it describes is in partitive**.

Examples

Ta sõi **kaks tervet kana!** *He ate **two whole chickens**!*	Kas sa loed need **kolm peatükki** enne meie järgmist tundi? *Will you read those **three chapters** before our next lesson?*

- Partial object - When a number is a partial object, **both the number and the word it describes are in partitive.**

Examples

Me ei jõudnud neid **kolme peatükki** lugeda. *We weren't able to read those **three chapters**.*	Ma ei saa teha **kahte asja** korraga! *I can't do **two things** at once!*

- *Üks* - The number *üks* (one) is not cased like other numbers, but rather like an adjective. See chapter 20, "Numbers."

Go the Extra Mile

-ndik

The ending *-ndik* is used in expressing fractions. The ending is added to a number in the genitive case (*viis - viie - viiendik*). The fraction can be cased in all 14 cases.

Examples

Me anname ühe kümnendiku oma sissetulekust Jumalale kümniseks**.**
We give one tenth of our income to God as tithing.

Activities

A. Forming Ordinal Numbers

Change the following nominal numbers into ordinal. Check your answers.

1. kolm tuhat kolmkümmend
2. viissada neliteist
3. kakskümmend tuhat kaks
4. neli tuhat kakssada kolmkümmend viis
5. seitseteist tuhat kuus
6. kuussada üheksakümmend kolm
7. tuhat kaheksasada üks
8. üheksasada kakskümmend kaks

B. Translate

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Selle kuu viiendal kuupäeval on vahetused.
2. Sina oled minu kolmas kaaslane.
3. Ma jõudsin kirikus vaid umbes kümne inimesega tutvuda.
4. Kas võtad need kaks kotti endaga kaasa?
5. Mitmes täna on?
6. Kümnendale inimesele, kes meie peale karjus, ei vastanud ma enam midagi.
7. Kirik asutati aprilis tuhande kaheksasaja kolmekümnendal aastal.
8. Mormoni Raamat ilmus tuhande kaheksasaja kolmekümnenda aasta märtsis.

C. Translate

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Joseph Smith was born in the year of 1805.
2. Joseph Smith brought the plates home on the second day after receiving them. In the meantime, he hid them in a hollow log.
3. Joseph's family owned two farms that were right next to each other. The first one belonged to Joseph Smith, Sr.
4. Four missionaries left New York to go on a mission to the Lamanites. The fifth missionary joined them in Ohio.
5. On the 23rd of this month is Joseph Smith's birthday!
6. President Thomas S. Monson is the 16th president of The Church of Jesus Christ of Latter-day Saints.
7. The Harold B. Lee Library at Brigham Young University is named after the 11th president of the Church.
8. Will you help me carry these four grocery bags up the stairs, please?

D. Writing

Practice using ordinal numbers by writing down the years of birth of you, your companion, and anyone important to you (like your family) in full sentences. In addition to that, in full sentences, write down the year you started school, the year you graduated, the year you started your mission, and the year you will finish your mission. An example is given to you.

Example: Ma sündisin tuhande üheksasaja üheksakümne neljandal aastal.

E. Speaking

Pay attention as you use numbers today. Write down how and when you used them. Check the book and try to explain why you used a certain form of a number: did the sentence require an ordinal number, were you using the number as an object, etc.

F. Scripture Activity

Review your plans for the day. What scripture passages will you use in your teaching? Make a list and practice introducing each passage using the proper ordinal form.

G. *Preach My Gospel* Activity

Study "Use the Scriptures" on page 180 of *Preach My Gospel.* How will the correct use of ordinal numbers help you to teach more powerfully with the scriptures? Discuss with your companion and set goals to use ordinal numbers to communicate more clearly and powerfully today.

H. Language Study Plan Activities

1. Select a scripture you use frequently in your teaching and make a plan to memorize it. Practice reciting it with the reference in a lesson today, allowing those you are reciting it with to read along.
2. Make a list of important dates in Church history (i.e., the First Vision, the Restoration of the Church, your own date of baptism, etc.) and have a member quiz you on saying each date correctly.

Quantifiers

Examples

Meil on iga päev **mitu võimalust** oma usu väljendamiseks.	We have **several opportunities** every day to show our faith.
Kas me saaksime rääkida teiega lihtsalt **pool tundi**?	Could we talk to you for just **half an hour**?

Explanation

Quantifiers are how you tell people how much or how many of something there is. They are similar to numbers (numbers are technically a kind of quantifier), but many of them follow slightly different rules.

Ma näen, et teil on seina peal **paar pilti**.
*I see that you have **a couple pictures** on the wall.*

Meie külmkapis on praegu väga **vähe toitu**.
*There is **little food** in our refrigerator right now.*

Kiriku liikmeks olemisega kaasneb **palju muutusi**.
*Being a member of the Church comes with **many changes**.*

Form

Quantifiers without Numerical Value

Words that determine the quantity of something without having a numerical value require **partitive plural when the noun is countable** and **partitive singular if uncountable**. This includes words like *palju* (a lot, many), *vähe* (few), *natuke* (a little), *rühm* (a group), *veidi* (a little), and many others.

Täna jagasin välja **palju Mormoni Raamatuid**. (countable)
*Today, I passed out **many copies of the Book of Mormon.***

Kõik, mida tunnistuse kasvamiseks vaja on, on **veidi usku**. (uncountable)
*All that is needed to grow a testimony is **a little bit of faith**.*

Quantifiers with Numerical Value

Words that specify a value such as **numbers** and words like *tosin* (dozen) **do not require a plural** like they do in English. Instead, they require the noun in the **partitive singular case**. This includes words like *kaks* (two), *paar* (a couple), *tosin* (dozen), *liiter* (liter), *nael* (pound), *veerand* (quarter), *pool* (half), *kolmveerand* (three quarters), *poolteist* (one and a half), and many others. For a more in-depth explanation of numbers, see chapter 20, "Numbers."

Mul on ainult **kaks Mormoni Raamatut**.
*I only have two **copies of the Book of Mormon**.*

The word *mitu* (several, a few) does not technically have a numerical value, but it follows these same rules.

Tal on **mitu sõpra**, kes tahaksid evangeeiumist rohkem teada.
*He has **several friends** that would like to know more about the gospel.*

Go the Extra Mile

Palju

The quantifier *palju* (many, much) does not have numerical value, which calls for the partitive singular or plural, depending on whether the word it describes is countable. However, there are times when it it used as an **adjective** and is therefore cased with the noun. This is common when it is used with the **subject of the sentence** or as an **object in a case other than partitive or genitive**.

Examples

Paljud inimesed ei tea, mida mormoonid usuvad.
***Many people** don't know what Mormons believe.*

Ma olen rääkinud täna juba nii **paljude inimestega**!
*I have talked to so **many people** already today!*

Paljudele inimestele Eestis ei meeldi religioon üldse.
***Many people** in Estonia don't like religion at all.*

Notice that, in these examples, the noun is in plural (of whatever case is needed based on context) and *palju* is an adjective and therefore cased just like other adjectives. This does not change the general rule on *palju* being a quantifier; rather, it is simply another possible use for the word.

Kõik

The word *kõik* (all, everything, everyone) is a unique quantifier. Not only can it act like a noun as well as an adjective, but the rules for its case are different from other quantifiers. If used as an adjective in the nominative, it is the same regardless of whether the noun is singular or plural.

Examples

Kõik kiriku liikmed peaksid seadma eesmärgiks templisse mineku.
***All Church members** should set the goal of going to the temple.*

Kõik vesi sakramendilaual on mõeldud koguduse liikmetele.
***All of the water** on the sacrament table is intended for the members of the ward.*

When used in cases besides the nominative, *kõik* usually must be cased like an adjective. When used in the singular, *kõik* is cased with an *-e* (*kõige, kõike*), and when used in the plural, it is cased with an *-i* (*kõigi, kõiki*).

Examples

Jumal armastab meid ja teab, et me ei saa **kõike** ise teha.
*God loves us and knows that we can't do **everything** ourselves.*

Jeesus tahab, et me armastaksime **kõiki inimesi**.
*Jesus wants us to love **all men**.*

The long genitive plural (*kõikide*) may be used interchangeably with the short form (*kõigi*) if used as a stem for another case.

Examples

Jumal andis valikuvabaduse **kõikidele** (or **kõigile**) **inimestele**.
God gave agency to all people.

However, when used in any other way (not as a stem for another case), only the long form (*kõikide*) is normally used.

Examples

Misjonärid räägivad **kõikide** (not **kõigi**) **inimestega**.
*Missionaries talk to **everyone**.*

Jumal hoolib **meie kõikide** (not **kõigi**) muredest.
God cares about all of our worries.

Note: There are many exceptions to this rule. Sometimes, *kõigi* can be used in this context, especially in written Estonian and with pronouns. Just like with many other rules in Estonian, learn and use the general rule at first, and then learn the exceptions by listening to natives speak.

There will be times where you are tempted to use *kõik* in Estonian, when actually a native would use a different word, such as *iga* (every), *terve* (entire), or *kogu* (whole). It would be impossible to write a list of when each of these words should be used instead of another, and the best way to learn is to actively listen to natives and mirror what they say.

Olema and Quantifiers

Sometimes the verb *olema* (to be) will be used with quantifiers to express an idea similar to "there are . . . " in English. In this case, the noun being described is **always in the partitive plural**, regardless of whether or not the quantifier has numerical value. In this usage, the noun is the subject of the sentence.

Examples

Meid on täna kolm. ***There are** three of **us** today.*	**Neid on** tegelikult mitu. ***There are** actually several of **them**.*
Siin **on** päris vähe **liikmeid**. ***There are** quite few **members** here.*	**Misjonäre** selles linnas **on** ainult neli. ***There are** only four **missionaries** in that city.*

Activities

A. Fill in the Blank

On a separate sheet of paper, write the correct word from the parenthesis. Check your answers.

1. Küpsetame tosin ____(küpsist, küpsiseid) ja anname need liikmetele.
2. Täna oli vähe ____ (inimest, inimesi) kirikus.
3. Ma usun, et me näeme täna palju ____(imet, imesid).
4. Meil on täna veel natuke ____(aega, aegu), et leida keegi, keda õpetada.
5. Liikmeid julgustatakse, et nad loeksid paar ____ (salmi, salme) Mormoni Raamatust iga päev.
6. Rühm ____ (misjonäri, misjonäre) läks ettevalmistuspäeval sööma.

B. Translation

On a separate sheet of paper, translate the following sentences into English. Check your answers.

1. Meil on eesmärk õpetada iga päev kaks korda.
2. Sulle antakse palju õnnistusi kui sa pead käskudest kinni.
3. Nefi oli ustav täitma kõiki käske, mis talle oli antud.
4. Meil on täna mitu salmi, mis meie meelest võiksid sulle meeldida.
5. Me saime õpetada vaid pool õppetundi.
6. Me peame veidi veel pingutama, et kõike teha.

C. Translation

On a separate sheet of paper, translate the following sentences into Estonian. Check your answers.

1. I have lived here in Estonia for one and a half years.
2. We have many copies of the Book of Mormon we want to give out.
3. She always has a lot of personal stories.
4. There are a lot of members in Utah.
5. Missionaries have a little time each week to email their mission president.
6. Jesus had a few fish which He still shared with 5,000.

D. Sentence Creation

Using the quantifiers you know, create 10 of your own sentences to use during planned activities today.

E. Narration

1. Think of a personal story that you have shared with one of your investigators. Practice sharing the story with your companion using quantifiers to help add detail and improve the narration of your story.
2. Practice telling the story of the Restoration using quantifiers.
   Example: Vähe inimesi uskus Josephit (*Few people believed Joseph*).

F. Scripture Activity

Identify the quantifiers in the following scriptures and check your answers. How does the quantifier affect the message being conveyed? Try substituting out different quantifiers and discuss with your companion how this changes the verse. If you are not sure what impact a change in quantifier has, then ask a native speaker. Be sure to keep track of how the noun tense changes with the quantifier used.

1. 1 Nefi 1:1
2. 1 Nefi 15:13
3. Moosia 25:9
4. Heelamani 13:6
5. 3 Nefi 8:15
6. Moroni 9:12

G. *Preach My Gospel* Activity

Read "Repentance" in lesson 3 of chapter 3 (*Preach My Gospel*). How can you use quantifiers to teach about the need for repentance? What are the blessings of repentance? Practice teaching your companion and promising blessings. Repeat this in the context of a planned lesson today

H. Language Study Plan Activities

1. Native English speakers have a strong habit of putting all things into their plural form unless a specific quantity of one is implied or intended. Pay attention to how native Estonian speakers use quantifiers and take special note of the tense used with nouns. Are they using a tense you would expect? How could you say the same thing in a different way? Does that change the tense?
2. Keep in mind that with a different language comes a different culture. Pay attention to when natives use equivalents of quantifiers like "a couple," "dozen," or "several." Are these cases the same as when you would say them in English? Keep track of the quantifiers you hear today and make a note of what you would have said. Set goals and practice to use quantifiers as natives do.

Review: Quality and Quantity

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Quality and Quantity

- Numbers
- Quantifiers
- Using Numbers (Ordinals and as Objects)

Activities

A. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Kiriku liikmeks olemine võib mitmele inimesele tähendada vaid palju käskude järgimist. Kuigi on tõsi, et Taevane Isa on oma lastele mitu käske andnud, on need käsud antud vaid meie kaitseks. Kiriku liikmetena järgime näiteks Vanas Testamendis Moosesele antud kümned käsku, millest esimesed neli räägivad inimese suhtest Jumalaga ja ülejäänud kuuskümmend puudutavad inimese suhet teiste inimestega. Kiriku liikmed järgivad ka näiteks Kõlbelise Puhtuse Seadust, kuuletuvad Tarkuse Sõnale ja peavad kinni kümnise seadusest. Esimese neist kolmast kaitseb eelkõige perekondi, sest perekondades, kus peetakse kinni Kõlbelise Puhtuse Seadusest, valitseb kindlus ja usaldus.

Being a member of the Church might mean to some people merely following many commandments. Although it is true that Heavenly Father has given His children many commandments, those commandments are given only for our protection. For example, as members of the Church, we follow the ten commandments given to Moses in the Old Testament, the first four of which speak about man's relationship with God, and the remaining six about man's relationship with other men. Members of the Church also, for example, follow the law of chastity, obey the Word of Wisdom, and keep the law of tithing. The first of those three protects first and foremost families, because in families, where the law of chasity is kept, security and trust prevail.

B. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Jeesus Kristus oli ka oma eluajal suurmees. Teda armastasid mitud. Jeesusel oli mitmeid jüngreid, kuid vaid kaks teist apostlit, kes temaga kõikjal käisid ning kellele ta oma kirikust õpetas. Kolme neist apostlitest, Peetrus, Johannes ja Juudas, on kõige tuntumad. Esimene neist, Peetrus, sest ta oli kõige vanem ja Jeesuse usaldusalune, teise, Johannes, kuna ta oli kõige noorem ja keda Piibli järgi Jeesus kõige enam hoidis, ja kolmast Juudas, kuna tema oli see, kes Jeesuse reetis. Tol saatuslikul neljapäeva õhtul reetis Juudas oma Õpetaja Jeesuse kolmekümnenda hõbetüki eest andes talle sõdurite ees suud ja öeldes: "rabi". Õhtusööki, mis sellel neljapäeval toimus, teavad maailmas miljoneid Püha Õhtusöömaajana, mille on surematuks maalinud näiteks Leonardo da Vinci.

Jesus Christ was a great man even during His life. He was loved by many. Jesus had many followers, but only 12 apostles, who went everywhere with Him and whom He taught about His Church. Three of these apostles, Peter, John, and Judas, are the most known. The first of them, Peter, because he was the oldest and Jesus' confidant; the second, John, because he was the youngest and whom, according to the Bible, Jesus cared for the most; and the third, Judas, because he was the one who betrayed Jesus. On that fateful Thursday evening, Judas betrayed his Master, Jesus, for 30 pieces of silver by kissing him in front of the soldiers and saying "Master." The supper that happened on that Thursday, is known by millions as the Last Supper, which has been unforgettably painted by, for example, Leonardo da Vinci.

C. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. Jesus Christ had twelve Apostles.
2. We want to speak to eight people today.
3. I think we will see a lot of miracles on our mission.
4. In the winter, there are few people on the streets.
5. I have several friends that went on their missions when I did.
6. Joseph Smith died in the year 1944.
7. This is the third apartment I've lived in during my mission.
8. Would you please read these five verses?

Asking About and Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- Families can be **eternal**. (*Adjectives*)
- Holy Ghost guides us **gently** towards good. (*Adverbs*)
- My **little brother** will be baptized this Saturday. (*Diminutives*)
- Our faith has to be **stronger** than Satan's temptations. (*Comparatives*)
- Jesus died **innocent**. (*The ni- and na-Cases*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- God Is Our Loving Father in Heaven (What are God's characteristics? What is He like?)
- Pray to Know the Truth (What does the Spirit feel like?)
- The Restoration of the Gospel (Describe Joseph Smith. What was it like where he lived?)
- The Book of Mormon (How would I describe the Book of Mormon and bear testimony about it?)
- Pray to Know the Truth (What does the Spirit feel like?)
- Our Life on Earth (How would I describe this life?)
- Spirit World (What is the spirit world like?)
- Kingdoms of Glory (What are the three kingdoms like?)
- Word of Wisdom (What are things we should avoid taking into our bodies?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Get to Know Someone (What kind of person are they? What is their family like?)
- Meet Someone (What do I want them to know about who we are? Can I describe them to someone else?)
- Make a Purchase (How would I describe what I want to buy?)

Adjectives

Examples

Jumal on alati meie suhtes **armuline.**	God is always **merciful** towards us.
Misjonärid peaksid olema **aupaklikud** ja **lugupeetvad.**	Missionaries should be **reverent** and **respectful**.

Explanation

Adjectives are words that describe nouns. In order to describe a person, a thing, or anything else, you will need to be able to use adjectives.

Examples

Ta ei ole **pikk inimene**.
*He is not a **tall person**.*

Selles külas olid ainult **pikad vanad punased majad.**
*There were only **tall, old, red houses** in that village.*

Form

Adjectives in Estonian sentences come before the noun they describe, just like adjectives in English.

Examples

Ilus ülikond.
*A **beautiful** suit.*

Both the adjectives and the nouns they describe are in the same case. The only exceptions are the four cases *-ni, -na, -ta,* and *-ga*, where the adjectives are in **genitive** and only the noun takes on the case ending.

Examples

Ma ostsin **ilusa ülikonna.** (genitive) *I bought **a beautiful suit**.*	Ma näen **paksu kollast raamatut.** (partitive) *I see **a fat, yellow book**.*
Me andsime raamatu **sellele vanale mehele.** (-le) *We gave a book to **that old man**.*	Tema poeg kasvab kunagi **suureks meheks.** (-ks) *His son will someday grow up to be **a big man**.*
Ma ei saa elada **ilusa ülikonnata.** (-ta) *I can't live without **a beautiful suit**.*	Ta abiellus **pika targa mehega.** (-ga) *She married **a tall, smart man**.*

In addition to matching in case, **adjectives in Estonian must also match in *number*** (plural vs. singular). The same rule applies to the *-ni, -na, -ta,* and *-ga*, cases, except that the adjectives go in genitive *plural*.

Examples

Me oleme **alandlikud inimesed.** (nominative) *We are **humble people**.*	Mu vanemad on **head inimesed.** (nominative) *My parents are **good people**.*
Me ei tohi liigselt hoolida **maistest asjadest.** (-st) *We shouldn't care too much about **worldly things**.*	Nad uskusid **vääradesse Jumalatesse.** (-sse) *They believed in **false Gods**.*
See tädi elab koos oma **armsate kassidega.** (-ga) *That lady lives with her **cute cats**.*	Me kõik elasime kunagi **süütute lastena.** (-na) *We all once lived as **innocent children**.*

Non-Declinable Adjectives

There are some special adjectives that do not follow the rule about matching case and number, and are the same no matter what they are describing. These are an exception, and there are very few of them, but they are still very important to know.

Examples

Me peame oleme ristimiseks **valmis**. *We have to be **ready** for baptism.*
Nad olid **nõus** kirikusse tulema. *They were **willing** to come to church.*
Ma tavaliselt ei anna meie telefoninumbrit **purjus** inimestele. *I usually don't give our phone number to **drunk** people.*

Go the Extra Mile

Most nouns can be turned into adjectives with the help of certain endings. *Forming* these adjectives can be somewhat difficult due to the different rules and exceptions about how to do it. **The rules in this list will be most helpful to you if you use them to *recognize* adjectives you encounter and understand what they mean, rather than forming them yourself**.

-ne

Adds onto the genitive case.

- Expresses exposure to, consisting of, or containing something.

Examples

pori (dirt)		*porine* (covered in dirt)
vill (wool)	→	*villane* (made of wool)
liiv (sand)		*liivane* (containing or covered in sand)

- Expresses measure (added to genitive).

Examples

aasta (a year)		*aastane* (yearlong)
liiter (a liter)	→	*kaheliitrine* (two liter)

- Can be added to some adverbs to make an adjective with similar meaning.

Examples

praegu (now)		*praegune* (current)
seal (there)	→	*sealne* (something that is there)

-line

Adds onto a noun in nominative or genitive case.

- Expresses an outside characteristic, shape or form, or a field of expertise.

Examples

pragu (crack)		*praguline* (cracked)
kera (sphere)	→	*keraline* (spherical)
arm (mercy)		*armuline* (merciful)

-tu

Adds onto noun in genitive case.

- Expresses the absence of a characteristic.

Examples

maitse (taste)		*maitsetu* (tasteless)
mõte (point)	→	*mõttetu* (pointless)

- Can be added to verb in *ma*-infinitive (see the chapter on Verb Endings).

-kas

Adds onto the genitive case of a one- or two-syllable word.

- When added onto a noun, expresses the abundance of a characteristic.

Examples

edu (success)		*edukas* (successful)
mõte (point)	→	*mõttekas* (meaningful)

- When added onto an adjective, expresses a lesser version of that adjective (could be translated as "*-ish*").

Examples

hapu (sour)		*hapukas* (a little sour)
punane (red)	→	*punakas* (reddish)

Note: This ending will sometimes use a "j" instead of "k," depending on the word it is added to. For example, *mustjas* (blackish) would be unpronounceable with the usual ending (*mustkas*), so the *-jas* ending is used instead. The meaning is the same.

Activities

A. Adjective Identification

Each sentence has at least one adjective. Write the adjective (in the nominative case) and its translation on a separate sheet of paper. Check your answers.

1. See lugu on mulle tähtis.
2. Anname lühikese peatüki talle lugemiseks.
3. Ta tunnistus kasvab suureks.
4. Nendel on alati head küsimused.
5. Mormoni Raamat on veenev tõend taastamisest.
6. Misjonitöö on raske, aga samas meeldiv töö.
7. Kui Jeesus ilmus oma apostlitele, oli tal surematu keha.
8. Nefi oli noor mees kui ta sai vaskplaadid.

B. Fill in the Blank

Find the appropriate adjective for each sentence from the box below the table. Put this adjective in the right case to match the noun. There are adjectives that might fit several sentences. Translate the sentences you've come up with. Check your answers.

1. Mulle meeldib õppida ____ sõnu.
2. Me oleme kõik Jumala silmis ____ .
3. Sa võid selle põhjal teada, kas sa oled olnud ____ misjonär.
4. Nefi läks ____ mäele, et saada ilmutust.
5. Jumal on meiega ____ isegi siis, kui me eksime.
6. Me andsime Mormoni Raamatu sellele ____ mehele.
7. Alma nägi, et kannatused olid nad ____ teinud.
8. Misjonil võid sa kokku puutuda ____ asjadega.

vana	kannatlik	raske	võõras
suur	edukas	alandlik	võrdne

C. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Jumal tahab, et me oleksime ***alandlik**.
   God wants us to be humble.
2. Tal ei ole ***hea** põhjust mitte ristitud saada.
   He doesn't have a good reason not to get baptized.
3. Ma tahaksin rääkida ***sellega noorega mehega.**
   I would like to speak to that young man.
4. Ma tahan ***see** raamatut lugeda.
   I want to read that book.

D. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Ma usun, et Jumal annab meile kõigile vastused läbi vaikne tunnete.
2. Tal on head tunded pühakirjade vastu, aga Saatan ikka üritab teda kiusata.
3. Jumal ja Jeesus Kristus on täiuslikult armastav.
4. Need pühakirjad on olnud mul ristimisest saadik olemas olnud, ja need on mulle väga kallis.
5. Meie koguduse koosolekud toimuvad selle kollase hoones.
6. Ta tahab saada kuulsaks lauljaks.
7. Ma tahan õhtusöögiks midagi maitsev.
8. Me jäime hiljaks sest me rääkisime bussis kellegi lahedaga.
9. Tal kasvab tugev tunnistust.
10. Need inimesed on pikk.

E. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Mulle meeldib lumine talv.
2. Ma ei taha vahepeal teha raskeid asju, aga ma tean, et need on mulle kasulikud.
3. Misonil võivad misjonärid kuulata vaimset muusikat.
4. Joseph Smith üritas alati olla kuulekas prohvet, kuid ka kõige paremad mehed teevad lihtsaid vigu.
5. Ma ei soovi kunagi teha ühtegi rumalat viga.
6. Suvel on Eestis väga niiske ja palav ilm.

F. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Do you know how tall his parents are?
2. These books are dirty!
3. Jesus always loves poor people.
4. Let's give him that amazing book!
5. I have three older brothers.
6. There are lots of beautiful buildings in the Old Town.

G. Practice Describing

1. Choose one to three subjects related to what you will be teaching your investigators, such as "faith," "repentance," etc. Think of 5–10 adjectives that describe those subjects and write them down. You may need to use a dictionary to help you. Practice teaching these topics using the adjectives you learned.
2. Think of a figure from the scriptures (for example, Nephi) that you would like to talk about with a specific investigator. Have your companion act as that investigator, and, using adjectives, describe the figure from the scripture in as much detail as possible. Use scriptures to give examples of the characteristics you describe. Relate the character to your investigator and show what it has to do with him or her.
3. Open one of the pamphlets for the lessons and use as many adjectives as you can to describe each picture in the pamphlet to your companion as if he or she were seeing the pictures for the first time as an investigator.
4. Choose something you struggle describing (a part of a lesson, an experience you would like to share, etc.). Ask your companion or a native speaker to show you how they might describe it. Pay close attention to what adjectives they use and how they use them. Use what you learned from them to share it yourself.
5. Describe to your companion something the both of you did recently, such as an experience contacting or on a bus. Use as much detail as possible and focus on using adjectives to describe the situation. Have your companion check your usage of adjectives.

H. Sentence Creation

For each adjective used in Activity A, write a sentence where *the adjective is in a different case than in the activity.* Have either your companion or a native check your sentences.

I. Scripture Activity

Read the following verses and write down all the adjectives you find on a separate sheet of paper (in nominative singular) as well as its translation. Think of situations in your everyday missionary work where you could use these adjectives, and then describe them to your companion.

1. Alma 22:15	2. 2. Nefi 4:27	3. Moroni 7:45
4. 1 Nefi 8:4–5	5. 1. Nefi 8:9–11	6. Heelamani 12:5

J. Scripture Activity

Study the scripture study activity "Millised on mõned pühakirjades loetletud omadused?" on page 123 of *Jutlusta Minu Evangeeliumi*. How many attributes can you find listed in these scriptures? Think of as many other attributes you can that describe who God is. Find and record scripture references to support your description. Practice teaching your companion as an investigator who has the question "Kes on Jumal?"

K. *Preach My Gospel* Activity

Read "Elu enne maa peale tulekut: eesmärk ja plaan, mis Jumalal on meie jaoks" on page 48 of *Jutlusta Minu Evangeeliumi*. Write down all the adjectives you find on a separate sheet of paper. Are they related to words you know? Try to figure out what they mean from context. How can you add more meaning to your lessons today with the use of adjectives? Make a list of adjectives that you have not used recently that might help you convey your message better and try to use them when you talk to people.

L. Language Study Plan Activities

1. Look for phrases in the lesson brochures that use adjectives. How can these help you in your next lesson? Set goals and make plans to memorize and use some of these sentences in your lessons today.
2. Pay attention to how native speakers use adjectives today. Ask them to describe things for you. When natives describe something with words you're not familiar with write them down and learn them later. Try to learn new words through context or similarity to words you know.

Adverbs

Examples

Jumal teab meie katsumusi ja muresid väga **hästi**.	God knows our trials and concerns very **well.**
Tema õppis väga **kiiresti**, ja tahtis **varsti** ristitud saada.	He learned very **quickly** and wanted to get baptized **soon**.

Explanation

Adverbs are words that, generally speaking, describe a *verb*, while adjectives describe a *noun*. Adverbs can also describe location, like the words *siin* (here) and *seal* (there), and time, like the words *täna* (today) and *homme* (tomorrow).

Examples

Me peame jalutama päris **kiiresti** kui me tahame sinna jõuda õigeks ajaks.
*We have to walk pretty **quickly** if we want to get there on time.*

Ta küsis mult kas ma tulen **homme** kirikusse.
*He asked me if I am coming to church **tomorrow**.*

Form

-lt and *-sti*

Forming adverbs is done by adding an ending to another word, usually an adjective. There are several different endings that can be used to make an adverb, but many words can only be used with one. The most common endings are *-lt* and *-sti*. These endings are both added onto an adjective in the genitive.

Examples

Viisakas käitumine *Polite behavior*	→	Ta käitub viisaka/**lt.** *He is behaving **politely.***
Julge tüdruk *A brave girl*	→	Ta läheb katsumustele julge/**sti** vastu. *She faces challenges **bravely.***

Note: *Viisakas* is an example of a words that can only use the *-lt* ending. *Viisakasti* is incorrect. *Julge* is an example of a word that can use either the *-lt* or *-sti* ending. Often, the *-lt* and *-sti* endings are synonymous, but there are exceptions. For example, the word *kangelt* means "stiffly," as when referring to a drink, and the word *kangesti* means "strongly."

You should also be aware that some words look like they may be formed irregularly. For example, the correct adverb form of the word *ilus* (pretty, beautiful), whose genitive is *ilus/a*, is *ilusasti*, but you will hear people in colloquial Estonian say *ilusti*, instead.

Other Adverbs

There are many other adverbs that are either formed irregularly, or are unique words that are not formed from an adjective at all. The following tables will be a useful reference for you, but there are likely others that you will have to learn through active listening.

- **Adverbs of location** - used to show where something is as well as movement. Most have three forms to show direction. They will be given in the table as "*to, at, away,"* for example, *siia, siin, siit* (to here, here, from here).

kaugele, kaugel, kaugelt (far)	*lähedale, lähedal, lähedalt* (close)	*siia, siin, siit* (here)
alla, all, alt (down, below)	*sinna, seal, sealt* (there)	*ette, ees, eest* (in front)
kõrgele, kõrgel, kõrgelt (high)	*tagasi* (back)	*edasi* (onward, forward)

- **Adverbs of time** - importantly, **adverbs of time are always placed in a sentence *before* adverbs of location.**

homme (tomorrow)	*eile* (yesterday)	*vara* (early)	*hilja* (late)
kaua (long time)	*ammu* (long ago)	*tihti* (often)	*viimati** (the last time)

***Note:** The adverb *viimati* is a very unique adverb. It is difficult to translate, but is used to mean "the last time." Sentences where it should be used can be very confusing to native speakers if you try to say it a different way.

Millal sa **viimati** käisid kirikus? *When **was the last time** you went to church?*	Ma **viimati** lugesin piiblit tervelt 10 aastat tagasi. ***The last time** I read the Bible was 10 years ago.*

- **Other adverbs** - there are many other adverbs with many different endings. Some important ones are given here.

päris (quite, "pretty")	*väga* (very)	*üksi* (alone)	*-kesi* (to show number*)

***Note:** The adverb ending *-kesi* is added onto a number or quantifier in the genitive (*kahe/kesi, mitme/kesi*) and is used to show how many people are doing something. It can be very difficult to translate, so you will need to simply understand the meaning.

Me tuleme homme **kolmekesi.** *There will be three of us when we come tomorrow.*	**Mitmekesi** te homme tulete? *How many of you will be coming tomorrow?*

Activities

A. Adverb Identification

Each sentence has at least one adverb. Write the adverb and its translation on a separate sheet of paper. Write the adjective from which the adverb is formed. Check your answers.

1. Ma tulin kiiresti siia.
2. Ta tavaliselt vastab väga lühidalt.
3. Ta õppis noorelt, et ei tohi Jumala nime asjatult suhu võtta.
4. Mul läheb hästi, tänan küsimast!
5. Tunnistajad teevad kindlaks, et seda ei tehta valesti.
6. Minu kaaslane laulab nii ilusti!
7. Misjonärid töötavad usinalt, et teisi aidata.
8. Jumal kohtleb kõiki inimesi võrdselt.

B. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. Sa tulid siia päris ***kiire**.
   You came here pretty fast.
2. Ta laulab väga ***hea**.
   He sings very well.
3. See mees räägib väga ***alandlikusti.**
   That man speaks very humbly.
4. Miks ta sõidab nii ***aeglane**?
   Why is he driving so slowly?

C. Translation

Translate each sentence from Activity A into English. Check your answers.

D. Practice Describing

1. Choose one to three subjects related to what you will be teaching your investigators, such as "faith," "repentance," etc. Think of 5–10 adverbs that describe those subjects and write them down. You may need to use a dictionary to help you. Practice teaching these topics using the adverbs you learned.
2. Think of a figure from the scriptures (for example, Nephi) that you would like to talk about with a specific investigator. Have your companion act as that investigator, and, using adverbs, describe the figure from the scripture in as much detail as possible. Use scriptures to give examples of the characteristics you describe. Relate the character to your investigator and show what it has to do with him or her.
3. Choose an activity you struggle describing (a hobby, a story, a job, etc.). Ask your companion or a native speaker to show you how they might describe it. Pay close attention to what adverbs they use and how they use them. Use what you learned from them to share it yourself.
4. Describe to your companion something the both of you did recently, such as an experience contacting or on a bus. Use as much detail as possible and focus on using adverbs to describe the situation. Have your companion check your usage of adverbs.

E. Sentence Creation

For each adjective used in Activity A, write a different sentence using the same adverb. Have either your companion or a native speaker check your sentences.

F. Scripture Activity

1. Read the following verses and write down all the adverbs you find on a separate sheet of paper. Write the adverbs translation, as well as the adjective from which it is derived, if applicable. Think of situations in your everyday missionary work where you could use these words, and then describe them to your companion. Check your answers.

1. 1. Nefi 22:19	2. 2. Nefi 13:5	3. Moosia 1:7
4. Alma 8:25	5. Alma 32:36	6. 3. Nefi 1:17

G. Language Study Plan Activities

1. Look for phrases in the lesson brochures that use adverbs. How can these help you in your next lesson? Set goals and make plans to memorize and use some of these sentences in your lessons today.
2. Pay attention to how native speakers use adverbs today. Ask them to describe things for you. When natives describe something with words you're not familiar with, write them down and learn them later. Try to learn new words through context or similarity to words you know.

Diminutives

Examples

Ta on ühest **linnakesest** pärit.	He is from a **small town**.
Väikesed lapsed ei ole vastutavad oma pattude eest.	**Small children** are not responsible for their own sins.

Explanation

A diminutive is a form of the word, which literally indicates diminished size. Usually, there is an affectionate connotation to diminutives: *linnuke* (little bird), *koerake* (little dog). At times, however, they can also be condescending, like the words *poisuke* (little boy) and *tädike* (little lady). The connotation of the word depends on the context and the word that is being diminished.

Mu **vennakene** sai eelmisel kuul ristitud.
*My **little brother** got baptized last month.*

Ta elab **onnikeses** linna ääres.
*He lives in **a little hut** on the edge of town.*

Form

The diminutive form is created by adding the ending *-kene* to the genitive singular of a noun or an adjective. An adjective with the *-kene* ending usually becomes a noun.

1. Genitive	2. Diminutive form
lapse	lapse/**kene**
venna	venna/**kene**

Examples

Kuidas sulle algühingus meeldis, **lapsekene**?
*How did you like it in primary, **little child**?*

Kuidas sul läheb, mu **armsake**?
How are you doing, my **dear**?

Note: Usually, it is acceptable to leave off the *-ne* ending **in the nominative;** for example, *lapseke* (little child) or *vennake* (little brother). Be aware, however, that the *-ne* ending is still used to form the genitive, which is always *-kese*.

Some adjectives use the *-kene* ending even though they are not technically diminutive, such as *väikene* (small), *õhukene* (thin), and *lühikene* (short). These words, follow the same rules as diminutives, meaning the *-ne* ending can be left off in the nominative.

Nominative	Diminutive	2nd Diminutive
poiss	*poisike*	*poisuke*
mees	*meheke*	*mehike*
laps	*lapseke*	*lapsuke*

Go the Extra Mile

Vowel Changes in Diminutives

In some words, the vowel *-u* or *-i* is added to emphasize the diminutive. In those words, the stem vowel of the genitive changes, and the ending *-ke(ne)* is added to the end of the word. This usually indicates an even more diminished form of the noun (a very little man, a very little boy, etc.)

Activities

A. Scripture Activity

Read through several scriptures that you will be using during your teaching appointments over the next couple of days. Pay special attention to diminutives, their context, and their use. Find five examples of diminutives and consider why they were used in that way. Discuss with your companion and set goals to use these scriptures in your upcoming lessons. Repeat this activity with *Preach My Gospel,* lesson pamphlets, and other materials available to you.

B. Language Study Plan Activities

1. Using the scriptures and chapter 3 of *Jutlusta Minu Evangeelium*, find 10 words that are diminutive that you don't know that you could use in your teaching today. Memorize them. Practice using them correctly in teaching situations.
2. This week in sacrament meeting, choose a talk where you will actively listen for diminutives and how they are used. If possible, write down three to five phrases where diminutives are used. How were diminutives used, perhaps differently from how you use them? Make goals to use the phrases you heard in the context that most fits them.

Comparatives

Examples

Jeesus on meie kõikide **vanem** vend.	Jesus is all of our **older** brother.
Sakrament on **kõige tähtsam** osa sellest koosolekust.	The sacrament is **the most important part** of this meeting.
Ma pean seda küsima **kogenenumalt** inimeselt.	I will have to ask that of a **more experienced** person.

Explanation

There are three degrees of comparison in Estonian and they can be made from any adjective and most adverbs.

Examples

See on **suur** kott *That's a **large** bag*	See on **suurem** kott *That's a **larger** bag*	See on **kõige suurem** kott *That's the **largest** bag*

Form

Adjectives

Comparative forms of adjectives (bigger, smarter) are made by adding the ending *-m* to the genitive form.

1. Adjective **suur** (big) → *2. Genitive* **suure** → *3. Add -m* **suure/m** (bigger)

The superlative forms of adjectives (biggest, smartest) are made by adding the word *kõige* before the comparative.

1. Comparative **suurem** (bigger) → *2. Add kõige* **kõige suurem** (biggest)

There are exceptions when it comes to forming the comparative. Many two-syllable words will change the vowel in the genitive to an *e* when forming the comparative.

Nominative sing.	Genitive sing.	Comparative
vana (old)	*vana*	*vanem*
pikk (tall)	*pika*	*pikem*
paks (fat)	*paksu*	*paksem*

Some words that end in *-ke* in the nominative will drop the *-ke* and change the vowel when forming the comparative.

Nominative sing.	Genitive sing.	Comparative
lühike (short)	*lühikese*	*lühem*
õhuke (thin)	*õhukese*	*õhem*

The word *hea* (good) is completely irregular, and you will simply have to memorize it.

Nominative sing.	Genitive sing.	Comparative	Superlative
hea (good)	*hea*	*parem*	*kõige parem* or *parim*

Note: Comparatives and superlatives are cased just like normal adjectives.

Examples

Otsige **parimatest** raamatutest tarkuse sõnu. (ÕL 109:7)
*Seek ye out of the **best** books words of wisdom.*

Ma ei tea väga palju inimesi, kes oleksid Vanem Usevitchist **pikemad**.
*I don't know very many people that are **taller** than Elder Usevitch.*

Adverbs

Comparatives can also be formed from adverbs. This is almost always done by simply replacing the adverb ending (usually *-lt* or *-sti*) with the comparative ending. Adverbs that end in ***-lt*** will have the comparative ending ***-malt***. Adverbs that end in ***-sti*** will have the comparative ending ***-mini***. Superlative adverbs are formed the same way as superlative adjectives (add *kõige* before the word).

Adverb	Comparative adverb	Superlative adverb
ilusalt (beautifully)	*ilusamalt*	*kõige ilusamalt*
aeglaselt (slowly)	*aeglasemalt*	*kõige aeglasemalt*
kiiresti (quickly)	*kiiremini*	*kõige kiiremini*

As with the adjective *hea* (good), the adverb *hästi* (well) is also irregular.

Adverb	Comparative adverb	Superlative adverb
hästi (well)	*paremini*	*kõige paremini*

Examples

Võidab see, kes **kõige kiiremini** jookseb.
*The person that runs the **fastest** will win.*

Ma tahan **paremini** osata Eesti keelt!
*I want to speak Estonian **better**!*

Go the Extra Mile

The Short Superlative

There is another way to form the superlative of an adjective. Although the *kõige* + *comparative* form is always correct, sometimes natives will prefer to use this shorter form. It is formed in one of three ways. Note that there are exceptions to these patterns, and some words that you would think fall in one category might follow the pattern of another.

- Words that use the ***id*-form of the partitive plural**:

1. The adjective kõrge → *2. Its partitive plural* kõrgeid → *3. Remove the* d kõrgei- → *4. Add* -m kõrgeim

• Words that **end in *-lik***:

1. The adjective	→	*2. Its partitive plural*	→	*3. Shorten the consonant*	→	*4. Add* -m
mõistlik		mõistlikke		mõistlike-		mõistlikem

• Other words:

1. The adjective	→	*2. Its genitive*	→	*3. Remove vowel*	→	*4. Add* -im
tark		targa		targ-		targim
aldis		alti		alt-		altim
püha		püha		püh-		pühim

This form is more common for some words than others. For example, *parim* is used quite often in normal speech, but *pühim* is so uncommon that most natives might even think it is incorrect. Further, not all words can form the short superlative. Good practice is to simply listen for which words natives use with the short superlative and mimic them.

Activities

A. Forming Comparative Adjectives

Write down the comparative and superlative forms of these adjectives. If there is a short superlative, write that down as well. Check your answers.

Adjective	Comparative	Superlative	Short Superlative
kiire			
hea			
rõõmus			
õnnelik			
halb			
rahulik			

B. Alter Sentences—Adjectives

On a separate sheet of paper, write down the sentences with the adjectives in both comparative and superlative. Check your answers.

1. Perekond on tähtis.
2. Mormoni Raamat on pikk.
3. Selestiline kuningriik on hea kuningriik.
4. Minu noor õde käib koolis.

C. Forming Comparative Adverbs

Write down the comparative and superlative forms of these adverbs. Check your answers.

Adverb	Comparative	Superlative
rahulikult		
kehvasti		
ilusti		
tõsiselt		

D. Alter Sentences - Adverbs

On a separate sheet of paper, write down the sentences with the adverbs in both comparative and superlative. Check your answers.

1. Minu vanem vend teenis misjonit ustavalt.
2. Ta saab vastuseid kiiresti kui ta loeb Mormoni Raamatut.
3. Liikmed ei räägi aeglaselt.
4. Ta ütles seda kõvasti.

E. Fill in the Blank

Fill in the blanks with the comparative or superlative form of the words. Check your answers.

1. Sinu usk on _____ (suur) sellepärast, et sa elad Tarkuse sõna järgi.
2. Minu vend on minust _____ (vana).
3. Jumalale ei ole midagi _____ (kallis) kui meie, tema lapsed.
4. Sa oled _____ (puhas) pärast seda kui sa parandad meelt.
5. Nefi oli Lehi _____ (noor) poeg.
6. See oli mu elu _____ (raske) kogemus.

F. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Raha ei ole tähtsam kui evangeelium.
2. Liikmed kes praegu käivad kirikus on ustavamad.
3. Mu tunnistus on tugevam kui see enne oli.
4. Tänapäeval näeme me templeid tihedamini.
5. Jumal on vägevam kui Saatan.
6. Aadam oli kõige vanem prohvet.

G. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. We teach with members more often than before.
2. The scriptures are more precious than gold.
3. Faith is the most essential principle in the gospel.
4. The light was shining brighter than the sun.
5. Nephi followed his father's commandments the most obediently.
6. Two witnesses' testimony is more convincing than one.

H. Sentence Creation

Write a sentence you can use in a lesson this week using each form of each adjective and adverb from Activities A and C.

I. Description

One application of superlatives is describing God. Write down some of God's attributes. Focus on those that use the superlative form.

J. Writing

When people commit to do something, you will often promise blessings. Comparative and superlative words are quite useful for promising blessings. Write a blessing you could promise someone who commits to live each of the commitments below. The first is already done as an example.

Commitment	Promise
Quit smoking.	Kui sa tõesti jätad suitsetamise maha, võid sa tunda Püha Vaimu paremini.
Read Alma 40.	
Be baptized.	
Pray.	
Obey the law.	

K. Scripture Activity

Read *Alma 32:42* and write down the four comparative phrases used in this verse (the comparative as well as what it is being compared to, if applicable). Check your answers. Think of an investigator who could benefit from this verse. Using comparative constructions, describe the verse in your own words to your companion, as if he or she were that investigator. Get feedback on your use of comparatives.

L. *Preach My Gospel* Activity

Read the principle "Auhiilguse kuningriigid" from lesson 2 in *Jutlusta Minu Evangeeliumi*. Write down all of the comparative and superlative statements from this principle. Check your answers. Then write as many sentences using comparatives and superlatives as you can that relate to this principle and have your companion check them. Using your sentences, teach your companion this principle as if he or she were one of your investigators. Get feedback on how well you used comparatives and superlatives.

M. Language Study Plan Activities

1. Look for comparatives and superlatives in the scriptures, *Jutlusta Minu Evangeeliumi*, brochures, and other missionary materials. Ask others for help understanding how comparatives and superlatives are used.
2. Make as many sentences as you can that use comparatives and superlatives and that you could use in upcoming teaching appointments. Have your companion or a native speaker check them.

The *ni*- and *na*- Cases

Examples

Lõpuni vastu pidamine on isiklik kohustus.	Enduring **to the end** is a personal responsibility.
Pühakirjade õppimine viib **sügavama usuni**.	Scripture study leads **to deeper faith**.
Misjonärina pead sa olema kuulekas ja ustav.	**As a missionary**, you must be obedient and faithful.

Explanation

The *ni*- and *na*- cases are two of the more straightforward cases in Estonian.

The *ni*-case indicates the time or place which ends or limits an action. It is used to express ideas like "until" and "as far as." The *na*-case indicates in what form something or someone performs an action. It is called the "being" case in Estonian (olev). It can be used to express ideas like "as."

Examples

Oota **pühapäevani**, siis näed, et ta kindlasti tuleb kirikusse.
*Wait **until Sunday**, you'll see that he'll definitely come to church.*

Ma ei olnud varem **misjonärina** preesterluse väge kasutanud.
*I hadn't used the power of the priesthood **as a missionary** before.*

For more examples of how these cases can be used, see the "Case Usage" appendix.

Form

Notes on The *Ni*- Case

The **-ni** case is often used with the preposition *kuni* (until) as well as the *st*-case (to show where from). It is used with the *st*-case in this way most often when talking about time.

Examples

Ma ei teadnud **kuni eilseni**, et sa ristitud tahad saada!
*I didn't know **until yesterday** that you want to get baptized!*

Misjonärid teevad **hommikust õhtuni** Jumala tööd.
*Missionaries are doing God's work **from morning to evening**.*

Notes on The *Na*- Case

The *na*-case has very few unexpected uses. In almost all instances, it simply shows what role the subject is filling.

Examples

Vend Schneider töötab ühes Tallinna haiglas **arstina**.
*Brother Schneider works **as a doctor** in a hospital in Tallinn.*

Jeesus oli ka **lapsena** väga kuulekas.
*Jesus was also obedient **as a child**.*

Adjectives with The Noun in The -*ni* or -*na* case

Unlike with most cases, the adjective that describes a noun in the *ni*- or *na*-case is not in the same case as the noun. The **adjective takes the genitive form**, and the case ending is added **only to the noun**.

Examples

Me peame ootama **järgmise pühapäevani**, et temaga intervjuu teha.
*We need to wait **until next Sunday** to interview him.*

Hea misjonärina ei saa ma soovitada sul kohvi juua.
***As a good missionary**, I cannot recommend that you drink coffee.*

Activities

A. Fill in the Blank

On a separate sheet of paper, write the noun in the **-ni** or **-na** case, based on context.

1. Oota oma otsusega ____ (homme).
2. Joseph Smith oli ____ (noor) väga töökas.
3. Minge _____ (see ristmik) ja pöörake paremale.
4. Me jääme kirikusse igal pühapäeval kuskil kella ____ (kolm).
5. Enne misjonit töötasin ma ____ (ettekandja) ühes restoranis, et misjoniks raha koguda.
6. Oota sakramendikõnede____ (algus), et kohalolevaid inimesi lugeda.
7. Jeesuse Kristuse ____ (esindaja) peaksid kõik misjonärid parima käitumise peal olema.
8. Ma ootan kannatlikult ____ (aeg), mil ma sind teenida saan.

B. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Kirikus õpime põhimõtteid mis laotavad teed õnneni.
2. Jaluta poeni, me saame sinuga seal kokku.
3. Misjonärina pühendan ma oma elu paariks aastaks Jumalale.
4. Ma ei tea, kas ma suudan hommikuni oodata, et oma tunnistust jagada!
5. Jeesuse järgijatena peame alati meeles pidama käsku üksteist armastada.
6. Isiklik õppimisaeg on igal hommikul kella kaheksast üheksani.
7. Misjonipresidendina saab president Harding ilmutust kõigi misjonäride eest Balti misjonil.
8. Ma olen õnnelik, et ma saan iga päev hommikust õhtuni oma kaasinimesi teenida.

C. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Church goes until one o'clock.
2. A temple is also known as a house of the Lord.
3. Prophets act as God's messengers.
4. As a result of the Apostasy, mankind did not know simple truths about God.
5. Until the Restoration, there was no priesthood power on Earth.
6. As an honest person, I will never knowingly lead you astray.
7. We lived as Heavenly Father's spirit children before we were born on earth.
8. We won't see him until next week.

D. Writing Prompt

1. When we are baptized, we take upon ourselves a new state of being. From then on we are known as disciples of Christ. Write a few sentences on a separate piece of paper or in your study journal describing what we do as disciples of Christ.
2. An investigator has the question, "What will life be like as a member of your church? Will anything change?" Describe what will happen to them as a member of the Church and with the gift of the Holy Ghost.
3. Apply the ni-case by writing about the Restoration on a separate piece of paper or in your study journal. Think about how the priesthood is on the earth until a period of apostasy, and how the church of Christ was lost until the Restoration.

E. Scripture Activity

1. Read the second paragraph of the introduction to the Book of Mormon. How are you known to others? How do you want people in your mission or family to remember you in generations to come? Discuss with your companion and set goals to achieve your vision.
2. Read the following scripture passages. What does it mean to "endure until the end"? What commitments can you extend today to help your investigators endure "until the end"? Practice teaching this principle and sharing some of the commitments with your companion.

2 Nephi 9:24 | 2 Nephi 31:14–20 | 3 Nephi 27:16–17

F. *Preach My Gospel* Activity

1. Read the first section under "How Do I Develop Christlike Attributes?" Who are you expected to be as a missionary? What do you expect of yourself? Set goals and make plans to develop any attributes that fulfill both the Lord's and your own expectations for you.
2. Read "Pea vastu lõpuni" on page 88 of *Jutlusta Minu Evangeeliumi.* Why is it important for recent converts and members to understand this principle in the context of "Laws and Ordinances"? Practice teaching your companion and seek for feedback on whether your companion has an increased desire to live by the principles of the gospel.

G. Language Study Plan Activities

1. Choose some of the example sentences from this chapter or sentences you have created and plan to apply these during planned activities today.
2. Read out loud from the Book of Mormon and look for instances where the *-ni* or *-na* case are applied. Do you understand their use? Create a few sentences you can use today that follow the same pattern.

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking about and Describing Objects, People, and Their Characteristics

- Adjectives
- Diminutives
- The *ni-* and *ni*-Cases
- Adverbs
- Comparatives

Activities

A. Error Correction

There are 10 errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Palju aastasadu on Jeesuse Kristuse evangeelium inspireerinud usku ja pannud aluse käitumisnormidele, mis määravad, mis on õigemeel, ihaldusväärne ja moraalsed ning toob kaasa õnne, rahulolu ja rõõmus. Usk Issandasse Jeesusesse Kristusesse ei ole midagi, mis vabalt õhus ringi hõljub. Usk ei lange meie peale juhuslik ega püsi meiega sünnieesõiguse pärast. Usk on, nagu pühakirjad ütlevad, „kindel usaldus, … veendumus selles, mida ei nähta". Usust kiirgab valgust ja see valgus on märgatane. Teie usk kas kasvab tugevaks või jääb nõrgaks. Jumala lastega oleme kõik võimelised Teda uskuma, ja Tema evangeelium võib viia kõik, ka meie pojaked ja tütrekesed meeletu rõõmuna.

For many centuries, the gospel of Jesus Christ has inspired faith and laid the foundation for standards of behavior that determine what is righteous, desirable, and moral, and brings happiness, peace, and joy. Faith in the Lord Jesus Christ is not something ethereal, floating loosely in the air. Faith does not fall upon us by chance or stay with us by birthright. It is, as the scriptures say, "substance . . . , the evidence of things not seen." Faith emits a spiritual light, and that light is discernible. Your faith is either growing stronger or becoming weaker. As children of God, we are all capable of believing in Him, and His gospel can bring everyone, including our sons and daughters, to indescribable joy.

B. Error Correction

There are eight errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Kui Joseph Smith oli noor, otsis ta pidevasti tõde. Ta ei teadnud, millised usulahud on õigena ja millised neist on eksiteel. Tõde otsides läks Joseph Smith ühel ilus hommikul metsasallu ja palvetas, et teada saada, mis on õige. Kui Joseph palvetama hakkas, nägi ta ühtäkki enda pea kohal ere valgust, mis tasapisi temale jõudis. Olles näinud ja Jumalat ja tema armastatud Poega, tundis Joseph võimsana, et ta ei tohiks ühegi teise kirikuga liituda. Küsimuste ja kahtluste korral on alati kõige parim mõte minna oma küsimustega Jumala ette ja talle palves siiralt oma küsimused esitada. Taevase Isana võtab Jumal siis sind enda pihku nagu lambuke, ja vastab su küsimustele, külvates sind üle rahu- ja rõõmutundega.

When Joseph Smith was young, he was constantly searching for truth. He did not know which denominations were right or which of them were wrong. In his search for truth, Joseph Smith went into a grove of trees one beautiful morning and prayed to know what was right. When Joseph began praying, he suddenly saw above his head a bright light that slowly reached him. Having seen God and His Beloved Son, Joseph felt strongly that he should not join any other church. At times of questions and doubts, the best idea is always to go with your questions before God and pose your questions to Him sincerely in prayer. As your Heavenly father, God will take you in His hand like a lamb and answer your questions.

C. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. Let's go forward with our plan.
2. At church we learn principles that lead us to happiness.
3. My little sister got baptized last week.
4. As a missionary, I am a representative of Jesus Christ.
5. God treats all people equally.
6. We need to pray humbly.
7. I want something delicious for dinner.
8. God wants us to be patient.

D. Companion Activity

Describe the Book of Mormon to your companion as if he or she were a new investigator. Describe the different sections and choose a particular person from the Book of Mormon and describe him or her as well. Compare him or her to someone else from the scriptures.

Narrating Experiences and Telling Stories

Purpose

This function will help you to tell stories and recount events; for example, what happened to Joseph Smith when he prayed, or what you did to find out the Book of Mormon was true. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **sent** His only begotten Son to Earth to save us from our sins. (*The Simple Past*)
- God **has** always **known** our true selves. (*The Perfect Tenses*)
- God and the Son **came down** and appeared to Joseph. (*Compound Verbs*)
- **At the church**, we always dress in our Sunday best. (*The s-Cases*)
- **The missionaries** have many responsibilities. (*The l-Cases*)
- You have to pray to come to the knowledge of God **yourself**. (*Reflexive Pronouns*)
- **Nobody** knows exactly what the celestial kingdom will be like. (*The -gi and -ki Endings*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Savior's Earthly Ministry (What did Christ do while on the earth?)
- The Great Apostasy (What happened during the Apostasy? What caused it to happen?)
- The Restoration of the Gospel of Jesus Christ (How was Joseph Smith called as a prophet? What did God ask him to do?)
- The Book of Mormon (How did we come to have the Book of Mormon?)
- The Pre-Earth Life (What happened before we came to earth?)
- Creation (How was the world created? How were we created?)
- Agency and the Fall (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Follow Up on Commitments (Did they keep the commitment? Why or why not?)
- Share an Experience (What has happened in your life to help you know the truth?)

The Simple Past Tense

Examples

Joseph **põlvitas** maha, et Jumala poole palvetada.	Joseph **knelt** down to pray to God.
Alma **ristis** palju inimesi Mormoni vetes.	Alma **baptized** many people in the Waters of Mormon.
Diakonid **jagasid** sakramenti igale inimesele.	The deacons **passed** the sacrament to every person.

Explanation

The past tense in Estonian is used to express something that happened before, but is no longer happening now. It is used much like the past tense in English.

Examples

Ma **palvetasin** kogu väest.
*I **prayed** with all my strength.*

Jumal **andis** Joseph Smithile käsud, mida ta seejärel pühadega **jagas**.
*God **gave** commandments to Joseph Smith, which he then shared with the saints.*

The Simple Past

The general way to form the past in Estonian is to simply add the past tense conjugation to the **stem of the *ma*-infinitive.**

1. Ma infinitive. õppi/ma → 2. Drop the -ma. õppi- → 3. Add the ending. ma õppi/sin

Past Tense Conjugations			
mina:	**-sin**	*meie*:	**-sime**
sina:	**-sid**	*teie*:	**-site**
tema:	**-s**	*nemad*:	**-sid**

Examples

Alma **ristis** palju inimesi Mormoni vetes. *Alma **baptized** many people in the waters of Mormon.*	Sel pühapäeval **õppisin** ma kirikus palju. *This Sunday I **learned** a lot at church.*
Nad **õpetasid** talle Jeesusest ja Päästmisplaanist. *They **taught** him about Jesus and the plan of salvation.*	Vanem Holland **rääkis** sellest eelmisel konverentsil. *Elder Holland **spoke** about that last conference.*

There are many verbs where the past tense ending is formed differently. These irregular forms will be most likely given in a dictionary. For more information on how these irregular past tense verbs are formed, see the "Go the Extra Mile" section.

Minema

The verb *minema - to go* is completely unique in the past tense. Its stem is ***läks-***.

minema (to go)	
ma läks/in	*me läks/ime*
sa läks/id	*te läks/ite*
ta läks	*nad läks/id*

Negation

To form negative verbs in past simple tense, you will use this formula:

ei	+	*-nud* form of the verb

For information on how to form the -nud participle, see "Perfect Tenses," chapter 29.

Jumal **ei tahtnud** meid sundida käske järgima. *God **did not want** to force us to obey the commandments.*	Meie kirikuga tutvuja **ei lugenud** seda peatükki. *Our investigator **didn't read** the chapter.*
Ta **ei läinud** täna kirikusse, sest ta jäi haigeks. *She **didn't go** to church today because she got sick.*	Nad **ei teadnud**, et Jumal on olemas. *They **didn't know** that God exists.*

Note: Like in the present tense, the negative form of the verb *olema (ei olnud),* can be shortened to *polnud*. The meaning is exactly the same, and you can use the two forms interchangeably. Native speakers will use one or the other based only on which sounds better in a given sentence.

Go the Extra Mile

There are four main types of verbs that do not follow the general rule for forming the past tense. They are explained below.

tahtma (to want)	
ma taht/sin	*me taht/sime*
sa taht/sid	*te taht/site*
*ta **taht/is***	*nad taht/sid*

teadma (to know)	
ma tead/sin	*me tead/sime*
sa tead/sid	*te tead/site*
*ta **tead/is***	*nad tead/sid*

jooksma (to run)	
*ma jook/**sin***	*me jook/**sime***
*sa jook/**sid***	*te jook/**site***
*ta jooks/**is***	*nad jook/**sid***

seisma (to stand)	
*ma sei/**sin***	*me sei/**sime***
*sa sei/**sid***	*te sei/**site***
*ta sei/**sis***	*nad sei/**sid***

"*i*-endings"			
mina:	***-in***	*meie:*	***-ime***
sina:	***-id***	*teie:*	***-ite***
tema:	***-i***	*nemad:*	***-id***

olema (to be)	
*ma ol/**in***	*me ol/**ime***
*sa ol/**id***	*te ol/**ite***
*ta ol/**i***	*nad ol/**id***

Verbs with a Consonant Before the *-ma*

This type of verb, like *tahtma* and *teadma,* is different only in the third person singular (*tema*). Applying the general rule would create words like "taht/s" and "tead/s," which are difficult to pronounce. **For words like this, an *i* is inserted before the *s***.

Verbs that End in *-sma*

Verbs of this type, like *seisma* and *jooksma*, have a similar problem to the above verbs. Adding the usual ending to this word would create words like "jooks/sin" or "seis/s," which are difficult to pronounce. **These words use the existing *s* as part of the past tense ending, and the third person singular (*tema*) adds *-is***.

Verbs that End in *-ema*

This type of verb, for example *tegema* (to do) and *olema* (to be), does not use an *s* to make the past tense. Instead, **the *-ema* ending is replaced with the following "*i*-endings"**

Verbs with a Double Vowel Before the *-ma*

This type of verb, for example *tooma* and *saama*, will usually not follow the normal rule. **The ending of these verbs is replaced with a single vowel (see chart below), and the *i*-endings are then added** (see above section).

Vowel Ending	Replace with	Example Words
-ooma *-ööma*	*-õ-*	*tooma* → *tõ/in, tõ/id, tõ/i, tõ/ime, tõ/ite, tõ/id* *sööma* → *sõ/in, sõ/id, sõ/i, sõ/ime, sõ/ite, sõ/id*
-aama	*-a-*	*saama* → *sa/in, sa/id, sa/i, sa/ime, sa/ite, sa/id*
-ääma	*-ä-*	*jääma* → *jä/in, jä/id, jä/i, jä/ime, jä/ite, jä/id*

Exceptions

As with most rules in Estonian, there are exceptions when forming the past tense, although exceptions to these rules are far less common. For example, the words *tegema* and *lugema* have the same *-ema* ending, but their past tenses are different. Also, *jooma* and *pooma* have the same *-ooma* ending, but their past tenses are different.

teg/ema → *teg/**in***
lug/ema → *luge/**sin***

jooma → *jõ/**in***
pooma → *poo/**sin***

These exceptions are extremely rare, and following the above rules will give the correct past tense almost every time.

Activities

A. Forming the Past Tense

Fill out the tables in past simple for each personal pronoun and one negation.

õppima	ma õppisin	me õppisime
	sa õppisid	te õppisite
	ta õppis	nad õppisid
	ei õppinud	

lugema	ma	me
	sa	te
	ta	nad
	ei	

On a separate sheet of paper, make tables for these verbs as well. Check your answers.

1. elama
2. tegema
3. kuulma
4. soovima
5. surema
6. tõusma
7. paluma
8. leidma
9. sööma
10. rääkima
11. tulema
12. looma
13. õpetama
14. tundma
15. lööma

B. Fill in the Blank

On a separate sheet of paper, write the verb in the **past simple** tense. Check your answers.

1. Misjonärid ____(õpetama) teda aastaid tagasi.
2. Jumal ____(lubama) Lehhile tõotatud maad.
3. Ma tean, et Jeesus Kristus____(ilmuma) Nefilastele ning ____(rääkima) nendega.
4. Joseph Smith ____(tõlkima) Mormoni raamatu Jumala väega.
5. Kui me Pühapäeval kirikus ____(käima), me ____ (õppima) Tarkuse sõnast.
6. Me ____(paluma), et ta loeks paar salmi, aga tema ____(lugema) pool raamatut!
7. Ma ____(unustama) oma Mormoni raamatu koju!
8. Ta ____(ütlema), et ei ____(oskama) palvetada.
9. Enos _____(palvetama) Nefilaste ja ka laamanlaste eest.
10. Jeesus Kristus ____ (täitma) lepituse enne seda kui ta ____ (surema).

C. Alter Sentences

Change the verb from present tense to past simple tense. Check your answers.

1. Sina elad Jumalaga enne seda elu.
2. Eile me tuleme siia.
3. Jüri saab eelmisel aastal ristitud.
4. Kui Jeesus elab Jeruusalemmas, kutsub ta apostleid.
5. Kui Jeesus sureb ristil, saab lepitus täidetud.
6. Eelmisel esmaspäeval kirjutame oma peredele.
7. Täna hommikul ma tunnen vaimu kui ma õpin.
8. Meie peame ka noorena palvetama, et teada, kas Mormoni raamat on õige.
9. Ma tahan minna misjonile kui olen noorem.
10. Kas loete lastena Piiblit?

D. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Lehhi elas Jeruusalemmas.
2. Prohvetid kirjutasid Mormoni raamatu.
3. Ma lugesin Mormoni raamatut ja palvetasin.
4. Kas te kõik käisite kirikus?
5. Me tunnistasime taastamisest.
6. Kõivud käisid paar aastat tagasi Salt Lake City's üldkonverentsil!
7. Ma teadsin väikese poisina, et Jumal armastab mind.
8. Ma ei tahtnud täna hommikul üles tõusta, aga tõusin ikkagi, sest see on minu kohus.

E. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. God created the Earth.
2. Laman and Lemuel did not listen.
3. Satan did not want Joseph to pray.
4. Moroni warned Joseph against greed.
5. We hoped that you read the Book of Mormon.
6. The first Saints did not have a very easy life.
7. I don't think I drank enough water yesterday.
8. Did you feel good when you prayed?

F. Sentence Creation

Using words from Activities A and B, write 10 sentences to use in your next lesson.

G. Scripture Activity

Read "Prohvet Joseph Smithi tunnistus" at the beginning of the Book of Mormon in Estonian. Write down all of the past tense verbs up to the first page break. Check your answers. How could this testimony benefit one of your investigators? Practice sharing a personal experience with the Book of Mormon with your companion.

H. *Preach My Gospel* Activity

Read "Õpi ära tundma Vaimu õhutusi" on page 96. How have you learned to recognize the Spirit in your life? Share an experience with your companion and discuss how this experience could benefit an investigator struggling to recognize answers to prayer.

I. Language Study Plan Activities

1. Pay close attention today to how natives use the past tense. People often associate God with impactful personal experiences in their lives. Seeking to understand their background will better prepare you to receive revelation on how to help them.
2. Read again the story of the First Vision on page 37 of Jutlusta Minu Evangeeliumi. Do you understand all of the words in this narration? Which verbs are in past tense? Check your answers. Pay attention as you share this with investigators to the significance of each of the words.
3. Think of an experience that has strengthened your testimony of the Book of Mormon. Write that experience down, along with your testimony, in the front of a copy of a Mormoni Raamat. Pray to be led to someone today in special need of hearing your experience and receiving the Book of Mormon.

The Perfect Tenses

Examples

Juudid **olid tahtnud** Jeesust juba pikka aega risti lüüa.	The Jews **had** already **wanted** to crucify Jesus for a long time.
Ma **olen palvetanud** selle üle, ja ma sain vastuse.	I **have prayed** about it, and I got an answer.
Nad **on** hiljuti meilt väga palju küsimusi **küsinud**.	They **have asked** us a lot of questions lately.

Explanation

The perfect tense is used to express something that has already happened. In English, this is done with the structure "I have . . ." or "I had . . ." In Estonian, the perfect tense means the same thing, but is formed differently, using the helping verb *olema* (to be) instead of "to have."

Ma **olen lugenud** Mormoni Raamatut iga päev juba kolm nädalat.
*I **have read** the Book of Mormon every day for three weeks now.*

Jumal **on andnud** kõikidele inimestele valikuvabaduse.
*God **has given** free will to all people.*

Nud-form of the verb

In order to form the perfect tenses (I have . . .) as well as the simple negative past (I didn't . . .), you will use the *nud*-participle. This form comes from either the *ma*- or *da*-infinitive. You will simply have to memorize which words you learn.

1. Ma- or da-infinitive.	→	2. Drop the ending.	→	3. Add the *nud*-form.
naer/ma ol/la		naer- ol-		naer/nud ol/nud

Note: As in the simple past tense, the word *minema* (to go) is completely unpredictable in the *nud*-form. It changes to **läinud.**

Present Perfect

Present perfect refers to the "I have" form in English. The Estonian present perfect is very similar.

Ma **olen naernud**.
*I **have laughed**.*

In Estonian, the helping verb *olema* (to be) is used to form the perfect tenses. It always follows the same pattern: *olema is* conjugated to the subject, with the *nud*-participle coming after (or sometimes before, depending on the sentence's word order).

Prohvetid **on õpetanud**, et me peaksime austama kõiki inimesi.
*The prophets **have taught** that we should respect all people.*

Nad **on** terve oma elu **tahtnud** teenida misjonil.*
*They **have wanted** to serve a mission their whole lives.*

Jumal **on ilmutanud** oma tahet prohvetitele igas ajajärgus.
*God **has revealed** His will to prophets in every dispensation.*

***Note:** The helping verb *olema* and the *nud*-participle do not always have to be next to each other in the sentence.

Negation

In order to express negation in present perfect, you negate the helping verb *olema*.

Ma **ei ole naernud**.
*I **have not laughed**.*

Since the negative form of *olema* (*ei ole*) is the same for every pronoun, the negative present perfect is the same for every subject.

Me **ei ole teinud** enda tänast isiklikku õppimist.
*We **haven't done** our personal study for today.*

Jumal **ei ole ilmutanud** meile kõike, ja me peame vahepeal käima usus.
*God **has not revealed** everything to us, and sometimes we have to walk by faith.*

Past Perfect

Past perfect refers to the "I had" form in English. It also follows the same pattern in Estonian as it does in English.

Ma **olin naernud**.
*I **had laughed**.*

The helping verb *olema* is also used in the past perfect, but in the past tense. The *nud*-participle is used the same as in present tense.

Nefi pere **oli olnud** laeva peal juba pikka aega.
*Nephi's family **had been** on the ship for a long time.*

Ta **oli tahtnud** juba mitu kuud ristitud saada.
*He **had wanted** to get baptized for months.*

Me **olime läinud** sinna õppetundi õpetama, mitte ainult vestlema.
*We **had gone** there to teach a lesson, not just to chat.*

Negation

Negation in the past perfect is very similar to negation in the present perfect. The only difference is that the helping verb *olema* is negated in the past tense instead of the present.

Ma **ei olnud naernud**.
*I **had not laughed**.*

Just like in the present tense, negated verbs look exactly the same regardless of the subject.

Sakramendikoosolek **ei olnud alanud** selleks ajaks, kui me kohale jõudsime.
*Sacrament meeting **hadn't begun** by the time we got there.*

Ta **ei olnud tulnud** kirikusse juba mitu kuud, niisiis palus koguduse juhataja meil teda külastada.
*He **hadn't come** to church for several months, so the bishop asked us to visit him.*

Activities

A. Forming the *nud*-form

Put these verbs in the *nud*-form. Check your answers.

1. lugema
2. laulma
3. ütlema
4. tegema
5. õnnistama
6. palvetama
7. heitma
8. tulema
9. õpetama
10. saama

B. Fill in the Blank

On a separate sheet of paper, write the verb in present perfect tense. Check your answers.

1. Terve oma elu, ma _____ (tahtma) minna misjonile.
2. Me ____ (õpetama) teda juba kolm kuud.
3. Ma ____ (tunnistama) Jeesusest Kristusest iga päev.
4. Me ____ (sööma) iga päev mune.
5. Nad ____ (tulema) igal pühapäeval kirikusse.
6. Te ____ (minema) liiga tihti Lasnamäele koputama.
7. Kas sa ____ (lugema) Mormoni raamatut?
8. Tänapäeva prohvetid ____ (aitama) meil mõista Jumala tahet.
9. Meie misjonipresident ____ (paluma), et me paastuksime.
10. Misjonärina siin Eestis, ____ (õppima) kuidas teenida teisi.

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Misjonärid on olnud Eestis üle 20 aasta.
2. Ma olen lugenud Mormoni Raamatut ja palvetanud, et saada teada, kas see on õige.
3. Jeesus on tasunud meie pattude eest.
4. Me oleme õppinud palju eesti keelt.
5. Kas te olete kunagi olnud usklik?
6. Ma ei ole alati kindel olnud, kas tahan misjonile tulla.

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. God has provided a way for us to be freed from our sins.
2. We have studied and prayed about your question.
3. Nephi had never build a boat before, but he trusted in God.
4. I have never been to Jerusalem, but I know that Jesus is the Christ.
5. Miracles have not ceased.
6. I have always known that God loves me.

E. Sentence Creation

Using words from Activity A, create 10 sentences to use in your next lesson.

F. Role Play

Practice using the perfect tense by answering the following prompt:

You are teaching a lesson to young man and he asks, “Mida on Jumal teinud inimeste heaks?” Write out some things that God has done for mankind that you could share with this man.

G. Scripture Activity

Read "Kaheksa tunnistaja tunnistus" in the Book of Mormon. Identify all verbs in perfect tense. How can you use this section when you teach investigators about the Book of Mormon? How can you add your own testimony to that of the eight witnesses? Share your thoughts with your companion and practice teaching. Check your answers.

H. *Preach My Gospel* Activity

Read "Keskmise pikkusega õppetunni plaan" on page 41 of *Jutlusta Minu Evangeeliumi.* What words are used in the perfect tense in this section? Check your answers. Practice teaching "The Message of the Restoration" to your companion in a simplified manner. Seek feedback from your companion on your use of the perfect tense and your teaching. Set a goal to share this message in a contacting situation today.

I. Language Study Plan Activities

1. Review your plans for the day. Think of questions you will ask and topics you will discuss during lessons and other activities. How do you expect natives to respond to some of your questions, comments, and lessons? Prepare sentences to help you respond to these. How will the perfect tense help you in these situations?
2. Write your testimony in a copy of Mormoni Raamat. Share how the Book of Mormon has blessed and helped you in your life and how you have come to gain a testimony of its truthfulness.

Compound Verbs

Examples

Roomlased **lõid** Jeesuse **risti** juutide innustusel.	The Romans **crucified** Jesus at the Jews' encouragement.
Ta ei **saa** ristimistalitusest **aru**.	He doesn't **understand** the ordinance of baptism.
Jumal on ainus, kellel on õigus meie üle **kohut mõista**.	God is the only one who has the right **to judge** us.
Me peame oskama heal ja halval **vahet teha**.	We need to be able **to distinguish** between good and evil.

Explanation

Compound verbs are verbs that consist of two or more words. There are many of this type of verb in Estonian, such as *aru saama* (to understand), *risti lööma* (to crucify), and *kohut mõistma* (to judge). Using them correctly will be important in your everyday speaking and teaching.

Form

Compound verbs are formed by combining a verb and a helping word, which can be either a noun or an adverb. Some of these combinations make literal sense, but some do not.

üles (adverb) *up*	+	tõusma *rise*	=	üles tõusma *to be resurrected, to get up*
kohut (noun) *court*	+	mõistma *understand*	=	kohut mõistma *to judge*
maha (adverb) *to the ground*	+	tegema *to do*	=	maha tegema *insult, backbite*

In order to use these verbs in a sentence, you conjugate the verb like normal, and the **helping word is placed after the object** (if there is one).

Misjonärid **tõusevad üles** hommikuti kell 6:30.
*Missionaries **get up** at 6:30 in the morning.*

Ära **mõista** teiste üle **kohut**, keegi pole täiuslik.
*Do not **judge** others, nobody is perfect.*

Ära **tee** teisi inimesi **maha**!
Don't insult other people!

If the verb is in the infinitive, then the verb and the helping word are usually placed together, with the **helping verb first**.

Ürita teistest **aru saada**, isegi kui sa nendega ei nõustu.
*Try to **understand** others even if you don't agree with them.*

Sa ei peaks teisi inimesi niimoodi **maha tegema**.
*You shouldn't **insult** other people like that.*

It is important to remember that compound verbs can have two meanings: a literal meaning and a figurative meaning.

Jahimees **lasi** oma sõpra **jalga**.
*A hunter **shot** his friend **in the leg**.*

Siin on igav, **laseme jalga**!
It's boring here, let's get out of here!

Note: When using verb endings like *-mine* to create other words from compound verbs (see "Verb Endings" appendix), the verb and helping word are combined into one. Note that sometimes the helping word might be in a different case when combined in this way; for example: *kohut mõistma* (to judge), *kohtumõistmine* (judgment).

Jeesuse Kristuse **ristilöömine** on oluline mitmetes usundites.
*The **crucifixion** of Jesus Christ is important in many religions.*

Neil ei olnud väga sõbralik **lahkuminek**.
*They did not have a very friendly **breakup**.*

Activities

A. Fill in the Blank

Fill in the blanks by putting the given compound verb in a correct order. Some blanks may remain empty, the compound verb may or may not be separated and/or conjugated. Check your answers to be sure you understand how to manipulate these compound verbs. There may be several correct answers.

1. Tihtipeale _____ inimesed _____ oma võimeid _____. (üle hindama)
2. Ma _____ ei _____ . (alla andma)
3. Ma _____ tahan _____ selle _____. (kindlaks tegema)
4. Kas _____ sa _____ sellest _____?(aru saama)
5. Ära _____ mitte mingil _____ juhul _____ sakramendikoosolekut _____! (maha magama)
6. Tule, ____ ruttu _____! (üles tõusma)

B. Translate

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Me ei tohi teisi inimesi hukka mõista.
2. Kui ma misjonile tulin, õppisin Joseph Smithi esimese ilmutuse pähe.
3. Pane see kindlasti kirja, ma ei taha seda unustada!
4. Mulle tundub, et Sergei on oma maja üle värvinud.
5. Jumal tahab, et me annaksime ükteisele andeks.
6. Tundub, et Jane läheb varsti mehele.
7. Jumal annab meile alati andeks, kui me seda palume.
8. Ma ei ole kindel, et ma saan kõigest täpselt aru.

C. Translate

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. God wants us to respect (lugu pidama) Him.
2. I am so hungry I could devour (nahka panema) a horse!
3. The mission president wants me to take care of it.
4. Pay attention, soon we will reap the fruits of our labor.
5. The mission president will also sign your temple recommend.
6. My attention is not always the greatest.
7. Don't be discontent.
8. I never want to lose the gift of the Holy Spirit.

D. Listening

All people use different words with different frequencies. As you interact with people this week, listen for new compound verbs that you did not previously know. Try to learn how to apply them by listening to the speaker use the word in different sentences. Do this without the aid of a dictionary.

E. Writing

Practice using compound verbs by writing a letter to the branch president or bishop. Express your gratitude for his service and your desire to support him in his calling. If appropriate, introduce yourself and allow him to get to know you better. Have your companion check your letter before delivering it.

F. Scripture Activity

Read Alma 36 and think of how this chapter pertains to you and the people you will teach today. How could this chapter help you and those you teach come unto Christ? Write five sentences using the patterns learned in this grammar chapter to use in your scheduled activities. Have your companion check the sentences, then practice repeating them to him or her. Use the sentences in the scheduled activity.

G. *Preach My Gospel* Activity

Using the scriptures and chapter 3 of *Jutlusta Minu Evangeeliumi*, find 10 compound verbs you don't know that you could use in your teaching today and memorize them. Practice using them correctly in teaching situations. Focus on using these to increase the power of your teaching and unity with your companion. What role does clear language play in helping your investigators become converted to the gospel of Christ?

H. Language Study Plan Activities

1. Find simple statements that use compound verbs in the scriptures, *Jutlusta Minu Evangeeliumi*, the brochures, etc. Memorize the statements and find other ways to express the same ideas.
2. Write sentences using compound verbs that you can use in your activities today. Have your companion or a native speaker check them for correctness and role play the situations you will use them in.

The s-Cases

Examples

Esimene evangeeliumi põhimõte on usk **Päästjasse**.	The first principle of the gospel is faith **in the Savior**.
Ustavad pühad on kindlad oma **tõekspidamistes**.	Faithful saints are sure **of** their **beliefs**.

Explanation

The *s*-cases allow the speaker to express many different things, such as belief in something, location, or the object of certain verbs.

Examples

Ma usun **Jeesusesse Kristusesse**.
*I believe **in Jesus Christ**.*

Mu pühakirjad on **kirikus**.
*My scriptures are **at the church**.*

Issanda **lastest** ei tohi halvasti rääkida.
*You can't speak ill **of the Lord's children**.*

Form

There are three *s*-cases: ***-sse***, ***-s***, and ***-st***. Just like with all other cases in Estonian, the *s*-cases cannot be "translated" to mean one single thing. They are used in many different ways and in many different places. Rather than memorizing a "translation" for these cases, it is better to simply acquaint yourself with the different ways they are used. **See the "Case Usage" appendix**.

Note: When using *a* case to indicate location (Tallinnas, autos, etc.) you have to be sure to use the *right* case. Some places use the *s*-cases, while others use the *l*-cases. Even similar places, such as different parts of town, might use a different case. For instance, *Kristiine* and *Pirita* are both districts in Tallinn, but when talking about Kristiine, you use the **-s** case (*Ma olen Kristiines*), but when talking about Pirita, you use the **-l** case (*Ma olen Pirital*).

There are also some differences regarding physical things. For example, to say you are "on the bus" in Estonian, you use the **-s** case (*Ma olen bussis*). The best way to know what cases to use with a given word is simply to ask a native speaker.

Go The Extra Mile

Short Illative

For certain words, the illative (*sse*-case*)* has a shorter form without *-sse*. In words where it exists, it is usually better to use the short form.

Examples

Meid kutsuti **majasse** sisse. *We were invited into the house.*	**vs.**	Meid kutsuti **majja** sisse. *We were invited into the house.*

Majja in this example is the better form, and is the one you will hear used most often.

Forming the Short Illative

The short illative is formed by lengthening the last syllable of a word. There are many ways this can be done, and some are easier than others. Note that this list does not explain all short illatives, and many will simply have to be memorized.

- For words that experience gradation where the partitive case is "strong" (see the chapter on gradation), the partitive singular and short illative will usually be the same.
- Some words that do not experience gradation will lengthen the last syllable of the genitive case.
- Words that end in a double vowel will sometimes simply add an "h" between them to form the short illative.
- Many words that follow a similar pattern as *uus* in genitive and partitive will add a "d" to the genitive to form the short illative.

Nom.	**Part.**	***Short ill.***
linn	*linna (3rd deg.)*	*linna (3rd deg.)*
õnnelik	*õnnelikku*	*õnnelikku*

nom.	**gen.**	***short ill.***
tuli	*tule*	*tulle*
lumi	*lume*	*lumme*

Som.	***Short ill.***
öö	*öhe*
maa	*maha*

Nom.	**Gen.**	***Short ill.***
uus	*uue*	*uude*
suur	*suure*	*suurde*

Activities

A. Fill in the Blank

On a separate sheet of paper, write down these sentences with the noun in the right s-case. Check your answers.

1. Ma tahan uskuda ____ (Jeesus Kristus).
2. ____ (Kirik) me õpime ____ (evangeelium).
3. Ma olen ____ (Ameerika) pärit.
4. Ta tahab minna ____ (tempel) pärast seda kui ta saab ristitud.
5. Enne seda elu elasime koos ____ (taevas).
6. Ma käisin ____ (kool) enne oma misjonit.
7. Nefi oli oma ____ (vennad) kuulekam.
8. Püha Vaim elab meiega meie ____ (süda).

B. Forming the s-Cases

Write down the s-cases of these words. If there is a short illative (*sse*-case), write that down as well. An example is given to below (klass).

Example: (klass) klassist, klassis, klassisse, klassi

1. sinine
2. pea
3. kool
4. kirik
5. Tallinn
6. vesi
7. maja
8. tuli

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Maailmas on üle 145 templi ja kõige lähem on Helsingis.
2. Nefi kirjutas enda raamatusse ainult need asjad, mis on inimestele kasulikud.
3. Kui Vaim liigutab südant, siis südames leiab aset muutus.
4. Kui ta saaks ristitud, siis temast saaks misjonär.
5. Meie uus elu algab ristimesest.
6. Kui me usume lepitusse, siis meie hirmud kaovad.

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Do you want to meet at church?
2. In God's eyes, Sunday is a special day.
3. When we exercise faith in Jesus Christ, He can heal us.
4. Death is a part of the plan of salvation.
5. Tomorrow we are going to the city to teach Grete.
6. Today we're talking about how keeping the Sabbath day holy can help you.

E. Speaking

1. Imagine you are giving a tour of a chapel. Write down what you would say while giving an investigator the tour. What is in the church? What happens in each of the rooms? What do we do in the church?
2. Let's say that a bright young investigator asks you a question she's been pondering all her life. "Kust ma tulin?" How would you answer her? Write down your response and share it with your companion or a native. Have them correct any errors.
3. Nephi is a great example of making something out of a bad situation. For example, he broke his bow. In his own words, "Ma murdsin oma vibu, mis oli tehtud puhtast terasest." Describe how he reacted and which materials he used (look at 1 Nefi 16:23 for help).
4. Think about what you hope you would become while you are on a mission. Write a list of those things. Example: Ma soovin, et minust saaks Jeesuse jünger.

F. Writing

1. Imagine you are asked by a local newspaper to write about what a normal missionary day is like. Describe where you go and what you do as a missionary. Example: Hommikul me õpime kodus. Siis me läheme kesklinna inimestega rääkima.
2. President Ezra Taft Benson said, "Üksnes evangeelium päästab maailma enesehävitusest. Üksnes evangeelium ühendab rahus igast rahvusest ja rassist inimesi. Üksnes evangeelium toob õnne, rõõmu ja päästet inimperekonnale." (Jutlusta Minu Evangeeliumi, 2) Think about this quote and write about the good things you have seen that come from the gospel of Jesus Christ.
3. Imagine you are on the streets of Estonia and you go to talk to a middle-aged man. He stops and says, "Millest te räägite?" Write down a few things you could tell the man.
4. Three examples of common verbs that use the ST case are: olenema (to depend), sõltuma (to depend), and piisama (to suffice/be enough). The Atonement is a topic where you might use these words. Write about what things depend on the Atonement. Why is the Atonement so important?

G. Scripture Activity

Read Heelamani 5:10. Write down all words that are in any of the three the *s*-cases. Check your answers. Discuss with your companion the significance in this verse of the *s*- and *st*-cases. How does it change the meaning of the passage? Check the English version if necessary to make sure you understand the difference between how the two cases are used. How can you teach this principle to an investigator preparing for baptism? Prepare a lesson plan to share with this investigator.

H. *Preach My Gospel* Activity

Read "The Spirit World" from lesson 2 in English and Estonian. Write down all words you find in and of the *s*-cases, including the short illative (short *sse*). Check your answers. What kinds of questions might investigators have about life after death? How can the *s*-cases help answer them? Discuss these questions with your companion and practice teaching.

I. Language Study Plan Activities

1. The s-cases are some of the most commonly used, along with the l-cases. Memorize a scripture that incorporates the s-cases that you will be able to share in a lesson today.
2. Try reading a section of Jutlusta Minu Evangeeliumi without the aid of your English copy. Try to discern between words that end in "s" or "st" and the s-cases using context. Then compare with your English copy.
3. There are many functions that the s-cases serve beyond denoting location. Make notes in the back of your planner today of how natives use the s-cases when speaking. Practice using the s- cases in the same way to sound more fluent.

The *l*-Cases

Examples

Jeesus Kristus andis oma **apostlitele** preesterluse volituse.	Jesus Christ gave His **Apostles** the priesthood authority.
Tal on palju küsimusi, **millele** me peame vastama.	**He has** many questions **that** we need to answer.
Me võime alati küsida **Jumalalt**, ja ta vastab.	We can always ask **God**, and He will answer.
Pühad pidid minema **pikale matkale**, et sinna jõuda.	The Saints had to go **on a long journey** to get there.

Explanation

The *l*-cases allow the speaker to express many different things. Some of these things are expressions of time, location, and having something. Understanding the different uses of the *l*-cases is essential in every day speaking.

Jumal tahab, et **meil** oleks temasse usku.
*God wants **us to have** faith in Him.*

Me tuleme **järgmisel laupäeval** külla.
*We will come visit **next Saturday**.*

Form

Just like with all other cases in Estonian, the *l*-cases cannot be "translated" to mean one single thing. They are used in many different ways and in many different places. Rather than memorizing a "translation" for these cases, it is better to simply acquaint yourself with the different ways they are used. **See the "Case Usage appendix."**

Possession

Possession (to have): An interesting feature of Estonian is that **there is no verb that means "to have."** Instead, they use a combination of **the *l*-case and the verb *olema* (to be)**.

Mul on tunne, et see õppetund läheb meil hästi.
***I have** a feeling that this lesson is going to go well for us.*

Jumalal on väga palju lapsi.
***God has** very many children.*

Note: From time to time, you might encounter the verb *omama* (to have). This verb is **only** used when translating from English and there is no other option. **You should never use this verb in normal Estonian**.

This same construction can be used with any other case of the verb *olema*, including all forms of past tense and conditional. Notice that the verb ***olema* is conjugated to the thing that is being had**.

Mul oli kunagi sõber, kes ei söönud punast liha.
***I** once **had** a friend who didn't eat red meat.*

Mul võiks olla väga hea suhe Jumalaga, aga . . .
***I could have** a very good relationship with God, but . . .*

Neil ei oleks kahtlusi selle põhimõtte suhtes kui . . .
***They wouldn't have** doubts concerning that principle if . . .*

Temal olid sõbrad, kellele ei meeldinud Kirik.
***He had** friends that did not like the Church.*

Note: In a sentence where you are saying that you *don't* have something, that something is put in the ***partitive*** case.

Mul **ei ole** praegu **aega** teiega rääkida. ***I don't** have **time** to talk to you right now.*	Mul **ei ole vendi**. ***I don't** have any **brothers**.*

There are several "helping adverbs" that Estonians use along with possession. The most important ones are *kaasas* (with oneself) and *olemas* (not with oneself, somewhere else).

Time

The *l*-case is also used when talking about *when* something happens, mainly with nouns such as *õhtu* (evening), *nädal* (week), *aasta* (year), etc.

Me lähme **järgmisel suvel** Pariisi. *We are going to Paris **next summer**.*	Kas teil oleks homme **õhtul** aega, et meiega kohtuda. *Might you have time to meet with us tomorrow **night**?*
Ma sõin täna **hommikul** ainult mune ja saia. *This **morning** I ate only eggs and bread.*	Ta ei jõua **järgmisel pühapäeval** kirikusse. *He won't make it to church **next Sunday**.*

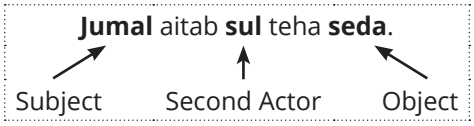
For more information on talking about time, including the l-case, see the chapter on time.

With Second Verbs

The verb *aitama* (to help) is a good example of another time the *l*-case is needed. In a simple sentence it is used with a normal object, just like any other verb.

Jumal **aitab sind**. *God will **help you**.*	Ma tahan **sind aidata**. *I want to **help you**.*	Kas sa palun **aitad mind**? *Will you **help me**, please?*

However, most of the time, verbs like *aitama* will not act directly on the object, but rather will cause another person to act. In this case, **the "second actor" is put in the *l*-case** to show that they are the one being caused to act.



Me aitasime oma **sõbral** koristada aeda. *We helped **our friend** clean the yard.*	Jumal aitab **meil** meelt parandada. *God will help **us** repent.*

There are other verbs that follow this same rule. The most important ones are *võimaldama* (to enable), *laskma* (to let, allow), and *paluma* (to ask), but be aware that there are others.

Kristuse lepitus võimaldab **meil** paremaks muutuda. *Christ's Atonement enables **us** to change for the better.*	Templiand võimaldab **meil** naasta Jumala juurde. *The endowment allows **us** to return to God.*
Jumal laseb **meil** ise valida. *God allows **us** to choose for ourselves.*	Mõned vanemad ei lase oma **lastel** üldse kirikus käia. *Some parents don't allow their **children** to go to church at all.*
Me palusime **tal** lugeda iga päev 10 salmi. *We asked **him** to read 10 verses every day.*	See naine palus **meil** tagasi tulla täna kell 11. *That woman asked **us** to come back today at 11 o'clock.*

Other Notes on the l-Cases

When using cases to indicate location you have to be sure to use the *right* case. Some words use the *l*-cases, while others use the *s*-cases. Even similar words, such as different parts of town, might use a different case. For instance, *Kristiine* and *Pirita* are both districts in Tallinn, but when talking about Kristiine, you use the *s*-case (*Ma olen Kristiines*), but when talking about Pirita, you use the *l*-case (*Ma olen Pirital*).

There are also some differences regarding physical things. For example, to say you are "in the picture" in Estonian, you use the *l*-case (*Ma olen pildil*). The best way to know what cases to use with a given word is simply to ask a native speaker.

Activities

A. Fill in the Blank

On a separate sheet of paper, put the word into the correct *-l* case. The word is given, but which of the cases you should use is not. Check your answers.

1. ____(järgmine nädal) toimub ristimine. Kas sa tuled meiega?
2. Pööra ____(vasak) Ädala ____(tänav). Kirik on seal.
3. ____(Kes) sa annad selle raamatu?
4. Pühakirjad suunavad meie mõtteid _____ (Jumal).
5. Millal te tulete ____(maa) tagasi?
6. Jeesuse jüngrid said ____(tema) palju juhatust.
7. Kas te saate aidata ____(meie) leida Sõpruse puiestee?
8. Ta küsis, kas ____(mina) on vendi.
9. Röövel võttis ____(tema) rahakoti ja käekella.
10. Ma vaatasin meie ____(kirikuga tutvuja) otsa.
11. Kas sa elad ____ (maa)?
12. Millal sa lähed homme ____ (töö)?

B. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Sakramendi koosolekul mäletame Jeesust ja uuendame lepinguid.
2. Praegu, kui ma olen misjonil, üritan ma aidata teistel tunda seda rõõmu.
3. Mida te ootate meie külaskäikudelt?
4. Pühakirjad näitavad meile Jumala tegusid.
5. Lisaks ristimisele on teisi lepinguid, mida me teeme Jumalaga.
6. Hoolimata sellest, millised on teie vajadused ja mured, saate te abi Päästjalt.
7. Jeesus suri ristil et me võiksime saada päästetud.
8. Ajaloo jooksul on Jumal kutsunud prohveteid.
9. Sinu usk kasvab palve kaudu.
10. Kuldplaatidel oli muistne ülestähendus.

C. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. Jesus's resurrection enables us to live after death.
2. Revelation is a message from God.
3. We will let you think about this scripture.
4. You will find an answer to your question in the scriptures.
5. We gave our investigator a baptismal date.
6. God allows us to choose for ourselves.
7. Alma 5 will answer your question.
8. God performs miracles according to our faith.
9. In the year 600 B.C., Lehi left Jerusalem.
10. He could have time to meet with us tomorrow.
11. God had good reasons for removing His priesthood.
12. When we look to God, we will find spiritual strength.

D. Sentence Creation

Check your answers with a native speaker.

1. Using all three *l*-case forms of five words from Activity A, write 15 sentences and make plans to use them during scheduled activities in the next three days.
2. The L case is often used when asking for blessings in prayers. Make a list of phrases you can say during prayer using the *l*-case. Example: Palun aita meil täna tunda Püha Vaimu kirikus.
3. To say "I like . . ." in Estonian, you use the *le*-case (*mulle meeldi0* . . .). Write a paragraph describing what you like.
4. Imagine you are teaching a young college student who has never believed in God. He asks you, "Miks te usute Jumalasse? Mida usk annab teile?" Write out a response to his question.

E. Scripture Activity

Read *Alma 61:1–15*. Write down every word you find in one of the *l*-cases. Check your answers. How did Pahoran and Moroni strengthen each other despite their different personalities and points of view? How can you apply this chapter as a missionary?

F. *Preach My Gospel* Activity

Read "Palveta, et saada teada tõde Püha Vaimu kaudu" on page 39 of *Jutlusta Minu Evangeeliumi*. Why is it important to gain our own testimony? Practice using the *l*-cases by teaching the importance of prayer to your companion. Make a goal to share your testimony of prayer in a planned lesson today.

G. Language Study Plan Activities

1. The l-cases are some of the most commonly used, along with the s-cases, memorize a scripture that incorporates the l-cases that you will be able to share in a lesson today.
2. The l-cases can have some surprising uses. Read through a brochure you will be using in a lesson today and pay attention to the l-cases. Do you understand why they used them the way they did? Resolve any questions with your companion or a native.

Reflexive Pronouns

Examples

Me ei tohiks **enda** jõule liigselt toetuda.	We should not rely too much on **our own** strength.
Sa pead **ise** sellest üle saama, aga Jumal saab aidata.	You have to overcome this **yourself**, but God can help.

Explanation

Reflexive pronouns (*end, enesele,* etc.) are words used in the place of regular pronouns like *minule, sind,* and *neid.* They are generally used when the subject of the sentence is referred to again in the same sentence or clause. The three main ways this is done are as an **object** (in any case), as the **owner** of something, or as an **adverb**.

Examples

See mees räägib **endaga**. (object)
*That man is talking to **himself**.*

Nad ei ole teinud **oma** kodutööd. (owner)
*They haven't done **their** homework.*

Me peame elu probleemidega **ise** hakkama saama. (adverb)
*We have to deal with life's problems **ourselves**.*

In Estonian, **reflexive pronouns are the same regardless of the subject of the sentence,** even if the subject is plural. This is very different from English, where we use the words *myself, itself, themselves,* etc. depending on who the subject is.

Object		***Possession***	
Ma räägin **endast**. ***I'm** talking about **myself**.*	**Me** räägime **endast**. ***We're** talking about **ourselves**.*	**Ma** loen **oma** raamatut. ***I** am reading **my** book.*	**Me** loeme **oma** raamatut. ***We** are reading **our** book.*
Sa räägid **endast**. ***You're** talking about **yourself**.*	**Te** räägite **endast**. ***You're** talking about **yourselves**.*	**Sa** loed **oma** raamatut. ***You** are reading **your** book.*	**Te** loete **oma** raamatut. ***You** are reading **your** book.*
Ta räägib **endast**. ***He's** talking about **himself**.*	**Nad** räägivad **endast**. ***They're** talking about **themselves**.*	**Ta** loeb **oma** raamatut. ***She** is reading **her** book.*	**Nad** loevad **oma** raamatut. ***They** are reading **their** book.*

Adverb	
Ma teen **ise**. ***I** will do it **myself.***	**Me** teeme **ise**. ***We** will do it **ourselves**.*
Sa teed **ise**. ***You** will do it **yourself**.*	**Te** teete **ise**. ***You** will do it **yourselves**.*
Ta teeb **ise**. ***He** will do it **himself**.*	**Nad** teevad **ise**. ***They** will do it **themselves**.*

Form

As Objects

This usage refers to any time the **subject is referred to later in the sentence**. All cases except for nominative can be used in this way. The genitive is *enda*, the partitive is *ennast,* and all other cases are formed from the genitive.

Genitive	Partitive	Other Cases
enda	ennast	enda + . . .

Examples

Me peame tunnistama patte nii Jumalale kui ka **endale.** *We must confess sins both to God and **to ourselves**.*	Täna hommikul ei suutnud ma **ennast** voodist välja vedada. *I couldn't drag **myself** out of bed this morning.*
Ta pani suure villase teki **enda** ümber. *She put a big wool blanket around **herself**.*	Ta võttis raamatu **endaga** kaasa. *She took the book **with her**.*

Note: Only the partitive form *ennast* is used for direct objects, regardless of whether they are total or partial. Sometimes in old, written Estonian (like the Bible), the genitive *enda* will be used as a direct object, but this is not done in modern Estonian.

To Show Possession

In Estonian, **if something belongs to the subject of the sentence or clause, a reflexive pronoun is *always* used to show possession, *not* the normal pronoun**. The pronoun used for this is usually *oma*.

Examples

Ma unustasin **oma** pühakirjad koju**.** *I forgot **my** scriptures at home.*	Me kõik tahame **oma** Taevase Isa juurde tagasi minna. *We all want to go back to **our** Heavenly Father's presence.*
Kas sa annad selle brošüüri **oma** vennale? *Will you give this brochure to **your** brother?*	Millal teie kaks lähete **oma** vanavanematele külla? *When are you two going to visit **your** grandparents?*
Tal ei ole **oma** kooliasju kaasas. *He doesn't have **his** school things with him.*	Nad ei ole **oma** praeguse usuga väga rahul. *They are not very satisfied with **their** current religion.*

Note: Since, in this usage, oma is a possessive *noun*, not an adjective, it **does not** take on the case of the word it is paired with.

As an Adverb

The reflexive pronouns do have a nominative form (whereas the previous examples use it in only genitive, partitive, or some other case). However, it is never used as a noun, but rather, as an **adverb that emphasizes that the *subject* is the one performing the verb.** In English we usually express this idea with the pronouns *myself, itself, ourselves,* and so on.

Ma pean **ise** leidma aega, et pühakirju lugeda**.** *I have to find time (**myself**) to read the scriptures.*	Me ei saa **ise** oma patte kustutada, meil on abi vaja. *We can't erase our sins **ourselves**, we need help.*
Kas sa tõesti ehitasid selle maja **ise**? *Did you really build this house **yourself**?*	Miks te siis **ise** ei tee seda? *Then why don't you do it **yourselves**?*
Jeesus pidi **ise** tegema lepituse. *Jesus had to perform the Atonement **Himself**.*	Nad **ise** ei ole praegu sellest huvitatud. *They (**themselves**) aren't interested in that right now.*

Go the Extra Mile

- **Enda/oma:** When using a reflexive pronoun **to show possession,** you can use either *oma* or *enda*; their definition is the same in this context. There is no well-defined rule on when one or the other should be used, and natives will only differentiate based on what "sounds better." As you actively listen to natives speak, you will develop a sense for when to use one or the other.

Ma armastan **oma** vanemaid. *I love **my** parents.*	Ma võin sulle **enda** raamatu anda! *I can give you **my** book!*

- **Ennast/end:** The words *ennast* and *end* have the exact same meaning (partitive reflexive pronoun) and can be used interchangeably. Which one to use in a given sentence depends solely on the speaker and the sentence.

Ära kõrvuta **end** teiste misjonäridega! *Don't compare **yourself** to other missionaries!*	Ainult uhked inimesed kiidavad **ennast**. *Only prideful people praise **themselves**.*

- **Other forms:** In addition to the pronouns already given in this chapter, there are several others that are sometimes used. These are all much less common and are listed here only as a reference.
  - *Enese* is another form of the genitive. The only place it is used in modern Estonian is **in compound words** like *enesehinnang* (self-esteem) and *enesekontroll* (self-control).
  - *Eneste* is the genitive plural form of the reflexive pronouns. It is used only in very rare cases where it is absolutely necessary to specify the plural in a reflexive pronoun. Usually the singular *enda* should be used instead.
  - *Endid* is the partitive plural form of the reflexive pronouns, and *endi* is the short genitive plural. These forms are used only in old writing like the Bible and never in modern Estonian.

Oma with a Genitive Pronoun (mine, yours, etc.)

The word *oma* can also be used after a genitive pronoun (*minu, nende,* etc.) to replace a noun that has already been used in the sentence. In English, this is done with the words: *mine, yours, theirs,* etc. This is the only time in normal Estonian where *oma* is cased.

Need raamatud on **nende omad**. *Those books are **theirs**.*	Sinu pastakas on seal, aga kus on **minu oma**? *Your pen is there, but where is **mine**?*
Sina armastad enda lapsi, ja Jumal armastab ka **enda omi**. *You love your children, and God loves **His** too.*	Ma ei tea mida sa teed oma pühakirjadega, aga tema teeb **enda omadesse** märkmeid. *I don't know what you do with your scriptures, but he makes notes in **his**.*

Activities

A. Finding Reflexive Pronouns

Circle all of the reflexive pronouns in the following paragraph. Make sure you understand what role they are playing in the sentence, as well as what noun they are replacing (the subject). Ask your companion or a native for help if necessary. Check your answers.

Joseph Smith - Ajalugu

15 Saabunud juba mõttes varem valmisvalitud kohale ja vaadanud enda ümber ning näinud, et olin üksi, põlvitasin ja hakkasin väljendama Jumalale oma südamesoove. Peaaegu koheselt olin ma haaratud mingist jõust, mis mind üleni vallutas ja millel oli minu üle selline hämmastav võim, et sidus mu keelepaelad, nii et ma ei suutnud rääkida. Pilkane pimedus kogunes minu ümber ja viivuks näis mulle, nagu oleksin ma mõistetud äkilisse hävingusse.

16 Kuid olles koondanud kogu oma jõu, et hüüda appi Jumalat, et ta päästaks mind selle vaenlase käest, kes mind oma võimusesse oli haaranud, ning just sel hetkel, mil olin kaotamas lootust ja valmis loovutama ennast hävingule – ja mitte kujuteldavale hukkumisele, vaid jäämisele mingi tõelise, nähtamatust maailmast pärit olendi võimusesse, kellel oli nii imestusväärne vägi, millist ma polnud kunagi varem tundnud ühegi olendi puhul – just sel suurel hädamomendil nägin otse oma pea kohal valgusesammast, mis oli eredam päikesevalgusest ja laskus tasapisi, kuni langes minu peale.

17 Vaevalt oli see ilmunud, kui ma tundsin end vabastatuna mind ahelais hoidnud vaenlase käest. Kui valgus minu peal oli, nägin ma enda kohal õhus seismas kahte Isikut, kelle sära ja hiilgust on võimatu kirjeldada. Üks nendest pöördus minu poole, kutsudes mind nimepidi, ja osutas teisele ning ütles: „See on minu armas Poeg. Kuula Teda!"

B. Translation

On a separate piece of paper, translate the following sentences to English. Check your answers.

1. Ärge olge enda vastu nii karmid.
2. Ma unustasin oma seljakoti kaasa võtta.
3. Sa peaksid oma abikaasa vajadused enda omadest ettepoole seadma.
4. Ärge enda peale mõelge - mõelge vaid nende peale, keda te teenite.
5. Üritage ennast armastada.
6. Ta kasutab retsepti oma ema kokaraamatust.
7. Ära süüdista ennast teiste inimeste vigade tõttu.
8. Kas sa räägid endaga?
9. Me teame seda omaenda kogemustest.
10. Kas te tõesti ehitasite selle maja ise?

C. Translation

On a separate piece of paper, translate the following sentences to Estonian. Check your answers.

1. He told me himself that he wants to get baptized.
2. Jesus keeps pulling me towards Him.
3. I'm trying to understand my parents' ideas.
4. Did you want to do this all by yourself?
5. You owe it to yourself.
6. If you want, go get yourself a new suit.
7. I sent my companion to the kitchen to get me some cookies.
8. My parents painted their house the same color as their car.
9. I cut my hair.
10. He's only doing it for himself.

D. Sentence Creation

Think of a personal experience that you can share today using reflexive pronouns. Share it with your companion and have him or her give you feedback on your use of reflexive pronouns.

E. Scripture Activity

1. Read *1 Nefi 1*. What are some ways that Nephi uses reflexive pronouns when writing this chapter? What important gospel principles are taught in this chapter? Why do you think the Lord wanted it to be the first chapter investigators read when starting the Book of Mormon?
2. Read *Alma 43:9*. How could you apply this scripture to one of your investigators? Create a lesson plan that incorporates this scripture. Talk about the things the Nephites had in their lives that they wanted to fight for. Describe the things you have that you are willing to fight for and then use reflexive pronouns to personalize the scripture to your investigator. Then practice teaching your lesson plan to your companion and get feedback on how well you incorporated the scripture and how well you used reflexive.

F. *Preach My Gospel* Activity

Read the principle *"Ristimine, meie esimene leping"* on page 63 of *Jutlusta Minu Evageeliumi*. Using reflexive pronouns, create a lesson plan that you could use to teach this principle to one of your investigators. Practice teaching your lesson plan to your companion as if he or she were that investigator. Get feedback on your use of reflexives.

G. Language Study Plan Activities

1. Listen to how natives use reflexive pronouns. When they use a reflexive when you would not and vice versa, write it down and find out why they used it. Write down the ones you are unsure of and have your companion help you.
2. Think of the activities you have planned for today. Write down sentences using reflexive pronouns that you can use in those activities. Set a goal to use the sentences you wrote down today and ask natives if they make sense and use reflexive pronouns correctly.

The *-gi* and *-ki* Endings

Examples

Ära kõhkle **ühegi** õppetunni jooksul kutsuda neid tegutsema.	Don't hesitate to invite them to act during **any** lesson.
Meie tänane eesmärk on anda **kellelegi** Mormoni Raamat.	Our goal for the day is to give **someone** a Book of Mormon.
Jumal ei palu meilt **midagi**, millega me hakkama ei saaks.	God will not ask **anything** of us that we cannot handle.

Explanation

The endings *-gi* and *-ki* are the "emphasis endings." They are added to a word that you want to draw special attention to.

Minagi tean, et lennukis ei tohi suitsetada.
***Even I** know that you aren't allowed to smoke in an airplane.*

However, this use is uncommon, especially in modern Estonian. The main use of these endings in current Estonian is to create words like *midagi* (something, anything), *keegi* (someone, anyone), *kuidagi* (somehow), and so on.

Ma ei tea **kedagi**, kes ei tahaks tasuta kooki!
I don't know **anyone** who wouldn't want free cake!

Kas **midagi** on valesti?
*Is **something** wrong?*

Mu vanemad lubasid mulle **millalgi** külla tulla.
*My parents said they would come to visit **sometime**.*

These same words are also used to say things like "no one" and "nowhere." The meaning depends almost entirely on context.

Form

The two endings *-gi* and *-ki* are identical in terms of meaning (and, quite often, even sound). The only difference is which one is added to a given word. The ending is always added to the **end of a word**, even if the word is cased.

- ***-gi*** is used on words that end in a **vowel** or one of the "**soft" consonants:** *l, m, n, r,* or *v*.
- ***-ki*** is used on **all other words**.

The *-gi* ending	
kellgi	*koergi*
kammgi	*lugugi*

The *-ki* ending	
leibki	*miski*
kasski	*kaskki*

Question Word	**Some/Any Word**
kuidas	*kuidagi*
kes	*keegi*
kus	*kuski/l* or *kusagi/l**
kus	*kuhugi**

Some- and Any- Words

The *-ki* and *-gi* endings can be added to any question word (except *miks*) to turn it into a "some-" or "any-" word. This is usually done by simply adding the ending, but there are a few exceptions where the question word changes first (see the table on the right). Since the question words *mis* (what) and *kes* (who) can be put in all 14 cases, **these endings can be added to these question words in any case.**

***Note:** The words *kuskil* and *kusagil* are locational, and, therefore, have three froms. *-le* for "to somewhere," *-l* for "somewhere," and *-lt* for "from somewhere." The word *kuhugi* can be used in place of *kuskile* and *kusagile* (to somewhere).

Note: Even though *keegi* is irregular, other cases of *kes* (*kedagi*, *kellelgi*, etc.) are not.

Note: Instead of *mikski* (which is not a word), use *millegi pärast,* which means "for some reason" (literally: because of something).

Using These Words

Using these words in Estonian is actually simpler than in English, but it is **very different.** These words are one of the more common sources of mistakes for new missionaries. These words are used any time you want to talk about something without defining it specifically (either because you don't know or choose not to).

- **Positive sentences** - These words can be used in many different ways in a positive sentence, but the uses are all relatively straightforward. Notice that they can be translated as either "some-" or "any-" words. There is no difference in Estonian.

Kas **keegi** on kodus? *Is **anyone** home?*	**Keegi** ütles mulle, et sa oled siin. ***Someone** told me you were here.*
Kellelgi on vist see raamat olemas. ***Someone** probably has that book.*	Me peame **kuidagi** jõudma tsoonikonverentsile. *We have to get to zone conference **somehow**.*
Me peame rääkima **millestki konkreetsest**. *We have to talk about **something specific**.*	Ma tahan rääkida **kellegagi**. *I want to talk to **someone** (**anyone**).*

- **Negative sentences** - These words can also be used in negative sentences. Using these words in this context correctly will take practice, since in English you have to use different grammar and words to form these sentences. Notice that these are the same (or very similar) sentences that were used in the examples above, only with the verb negated. You will need to be careful to use the correct cases when negating a sentence with *-gi* and *-ki* words in it, especially if they are the object.

Keegi ei ole kodus. ***No one** is home.*	**Keegi** ei öelnud mulle, et sa oled siin. ***No one** told me you were here.*
Seda raamatut ei ole **kellelgi** olemas. ***Nobody** has that book.*	Me ei jõua **kuidagi** tsoonikonverentsile. ***There is no way** we can get to zone conference.*
Me ei pea rääkima **millestki konkreetsest**. *We don't have to talk about **anything specific**.*	Ma ei taha **kellegagi** rääkida. *I don't want to talk to **anyone**.*

Note: It is tempting to use the word *mitte* (not) to try to create words like *mitte kedagi* (nobody) and *mitte midagi* (nothing). However, **this is incorrect**. The word *mitte* **can** be used to emphasize a negative sentence, but trying to use it to force "nothing" words leads to incorrect sentences like the one below.

Mitte keegi armastab mind. **(INCORRECT)**	**Keegi** ei armasta mind. **(CORRECT)** ***No one** loves me.*

Here are some examples of how to correctly use *mitte* to emphasize a negative sentence. Be aware that **the word *mitte* is not what makes the "some-" word into a "no-" word;** that is done by context. *Mitte* simply emphasizes the negative sentence.

Ma ei näe **mitte** midagi. *I can't see **absolutely** anything.*	Ta ei öelnud **mitte** midagi. *He didn't say anything **at all**.*

Go the Extra Mile

- *Kunagi* comes from the word *kuna,* which is a less common question word meaning "when." *Kunagi* is usually used to mean "never" or "ever" (more abstract), while *millalgi* is used to mean "sometime" (more concrete).

Kas sa oled **kunagi** palvetanud? *Have you **ever** prayed?*	Ma ei öelnud seda **kunagi**. *I **never** said that.*
Ma teen sulle **millalgi** kartuliputru. *I'll make you mashed potatoes **sometime**.*	Mul oli **kunagi** koer nimega *Viki.* *I used to have a dog (**at some point**) named* Viki*.*

- *Ükski* is the *ki*-form of the word *üks* (one). It is used to mean "a single," "any," or "one of." It is cased like other *gi-* and *ki*-words. It can be difficult to use, since its use does not always translate directly. Listen for how natives use it and mimic them.

Ma ei näe **ühtegi** inimest siin! *I don't see **a single** person here!*	Ma tean, et ma andsin selle **ühelegi** neist. *I know that I gave it to **one of** them.*
Ma tahan täna rääkida kasvõi **ühegi inimesega**! *I want to talk to even **a single person** today!*	Päästja ütles, et ta ei liituks **ühegi kirikuga**. *The Savior told him not to join **any church**.*

- The word *kumbki* can be difficult to translate and even more difficult to use correctly (see the *Questions, Part Two* chapter). It is used like the English word "either" or "neither." Make sure you use the correct cases when using this word.

Mul on kaks autot ja **kumbki** ei tööta. *I have two cars and **neither one** works.*	Ta ei öelnud **meist kummalegi** et ta tuleb. *He didn't tell **either of us** that he was coming.*

- *Miski* is technically the correct nominative form for "something." However, most of the time the partitive *midagi* is used instead, even if there is no grammatical reason for the word to be in partitive. This is especially the case when the speaker is unsure of exactly what they are referring to (*Kas midagi on valesti?*).
- In spoken Estonian, you might hear words like *millegile* or *kellegil,* where a case is added **after** the *-gi* or *-ki* ending. These words are very informal, even slang, and should not be used (the *-gi* or *-ki* ending goes at the end of the word, even if it is cased, for example: *millelegi, kellelgi*).

Activities

A. Forming the *gi*- and *ki*-Forms

Add either the *gi-* or *ki-* ending to the word in bold. Check your answers.

1. Mu **vanemad** armastavad mind väga.
2. **See** kell käib taha.
3. Õde Timakov tõi **meile** kooki.
4. **Mina** tean, et eestlased ei ole väga avatud rahvas.
5. Jeesus armastab **mind**.
6. See naine tahtis **misjonäridega** rääkida.

B. Noticing Differences

Translate both the original sentence and the new sentence from Activity A on a separate piece of paper. Check your answers. Notice how the meaning of the sentence changes.

C. Translate

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Prohvet on keegi, kellel on volitus kirikut juhtida.
2. Kas te teate kedagi, kes oskab autosid parandada?
3. Kui inimesed ei õpi evangeeliumist midagi selles elus, teevad nad seda vaimumaailmas.
4. Me soovime kedagi teenida!
5. Kas juhataksite meid kellegi juurde, kellega me saaksime rääkida?
6. Ma ei tea kedagi, kes on täiuslik.
7. Sa võid nende jaoks midagi lahket teha.
8. Kohtumõistmise ajal ei unusta me mitte midagi.
9. Kas sa ei ole nõus mitte kellegagi rääkima?
10. Keegi ei tea täpselt, mis pärast surma toimub.

D. Translate

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. God will not give the authority to lead the Church to anyone other than the prophet.
2. Are we teaching anyone who is preparing for baptism?
3. We do not remember anything that happened before this life.
4. I hope we can teach someone this week!
5. It is important for us not to do anything to lose the confidence of the members of your ward.
6. At the tomb, Mary did not see anyone.
7. Close the door and eat something.
8. That investigator was talking so quickly that I didn't understand anything.
9. No one should expect perfection from others.
10. We know nothing of the transfers yet.

E. Scripture Activity

Read 3 Nefi 11 and think of how this chapter pertains to you and the people you will teach today. How do you feel when you read this chapter? How do you think the Nephites felt? How can you help investigators and members experience a similar feeling when reading this chapter? Write five sentences using the patterns learned in this grammar chapter to use in your scheduled activities. Have your companion check the sentences, then practice repeating them to him or her. Use the sentences in the scheduled activity.

F. *Preach My Gospel* Activity

Look for 10 ways *Jutlusta Minu Evangeeliumi* uses *-gi* and *-ki* and write down the phrases you notice within the lessons that you could use. Ask your companion to explain phrases that you do not understand or compare with your English copy of *Preach My Gospel*.

G. Language Study Plan Activities

1. This week in sacrament meeting, choose a talk where you will actively listen for -gi and -ki and how they are used. If possible, write down three to five phrases where -gi and -ki are used. How were -gi and -ki used, perhaps differently from how you use them? Make goals to use the phrases you heard in the context that most fits them.
2. Prepare a list of your own sentences using -gi and -ki that you would like to use when you teach, and give it to a native speaker. Ask them to correct any errors and then talk about the errors together.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Narrating Experiences and Telling Stories

- The Simple Past
- The Perfect Tenses
- The *l*-Cases
- Reflexive Pronouns
- Compound Verbs
- The *s*-Cases
- The *-gi* and *-ki* Endings

Activities

A. Error Correction

There are 10 errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Issand juhib Tema Kirikut elavate prohvetite ja apostlite kaudu. See on viis, kuidas Ta on alati ise tööd teeb. Tõepoolest õpetama Päästja: „Tõesti, tõesti ma ütlen teile, et kes vastu võtab selle, kelle ma läkitan, see võtab mind vastu." Me ei saa lahutada Kristust Tema teenijatele. Ilma Tema esimeste apostliteta ei oleks meil pealtnägijate ülestähendusi paljudest Tema õpetustes, Tema teenimistöö, Tema kannatustest Ketsemani aias, Tema surmast ristis ning ülestõusmine. Apostlitega lasub tähtis töö Jeesuses tunnistada.

The Lord directs His Church through living prophets and apostles. This is the way He has always done His work. Indeed, the Savior taught, "Verily, verily, I say unto you, He that receiveth whomsoever I send receiveth me." We cannot separate Christ from His servants. Without His first Apostles, we would not have an eyewitness account of many of His teachings, His ministry, His suffering in the Garden of Gethsemane, His death on the cross and Resurrection. The important work of testifying of Jesus lies with the Apostles.

B. Error Correction

There are 11 errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Kuna pered on Jumala poolt seatud, on nad kõige tähtsamaks sotsiaalseks üksuseks ajal ja igavikul. Jumal on loob perekonnad, et tuua õnne oma lastesse, võimaldada neil õppida õigeid põhimõtteid armastav õhkkonnas ja valmistada neid ette igaveseks eluks. Kas sinu lapsepõlvekodu põhinesin evangeeliumi põhimõtetes? Evangeeliumi põhimõteteni rajatud kodu muutub justkui varjupaigaks. Sellest saab koht, kus võib viibida Issanda Vaim, õnnistades pereliikmeid rahu, rõõmu ja õnnega. Meeles pea alati, et Jumal armastab kõiki oma lapsi, ja kes ei ole ta armastusest välja arvatud. Meieki peame kõiki tema lapsi armastama, kuid eriti peame kaitsma ise kodus neid, kes meie hoole alla usaldatud on.

Because families are ordained of God, they are the most important social unit in time and in eternity. God has established families to bring happiness to His children, allow them to learn correct principles in a loving atmosphere, and prepare them for eternal life. Was your childhood home based on gospel principles? A home established on gospel principles will be a place of refuge and safety. It will be a place where the Spirit of the Lord can abide, blessing family members with peace, joy, and happiness. Always remember that God loves all of His children, and that no one is excluded from His love. Even we must love all of His children, but we must especially protect those in our home who are entrusted to our care.

C. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answer.

1. Who are you giving this book to?
2. The prophets have taught that family is ordained of God.
3. We should never judge others because we don't know their circumstances.
4. We all lived with God before this life.
5. We cannot erase our sins ourselves; we need help.
6. Have you ever prayed?
7. I want to get back to my Heavenly Father's presence.
8. My father baptized me when I was eight years old.

D. Companion Activity

With your companion, go over your planner from the last three days. Describe what you did each day in detail and get feedback on your use of the grammar principles in this function.

Asking and Answering Questions of Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church, and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The Church was restored on **April 6, 1830.** (*Time and Date*)
- John Taylor's clock in Carthage stopped at **5:16 pm.** (*Telling Time*)
- When baptized, you will first descend **into** a font. (*Prepositions and Postpositions*)
- We will get there **in five minutes.** (*The ta- and ga-Cases*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- The Restoration of the Gospel of Jesus Christ (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- The Spirit World (Where do we go when we die? How long are we there?)
- Pre-Earth Life (Where did we come from?)
- Our Life on Earth (Why are we here?)
- Baptism and Confirmation (Where does each part of baptism take place [baptism, confirmation]? When are my investigators getting baptized?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Conduct a Meeting (When does each part of the meeting happen?)
- Make Appointments (When are you free? Where is the appointment?)
- Give Directions (What is the destination close to? What do you pass along the way?)
- Plan Daily and Weekly Activities (When and where will each appointment/activity take place?)

Time and Date

Examples

Me õpime **igal hommikul** pühakirju.	We study the scriptures **every morning**.
Me ei peaks **pühapäeval** poes käima.	We shouldn't go to the store **on Sunday**.
Taastatud Kirik asutati **aastal** 1830.	The restored church was established **in the year** 1830.

Explanation

Talking about time is a crucial part of being a missionary. Telling people when you will meet with them, making plans, telling stories, and many other activities require you to be able to talk about time. Talking about time can include the time of the day, a week, seasons, years, and more.

Kas teile sobiks kui me tuleme **homme kell kolm** tagasi?
*Would it be okay with you if we came back **tomorrow at three**?*

Me ärkame **iga päev vara hommikul**, et me jõuaksime valmistuda päevaks.
*We wake up **every day early in the morning**, so we'll have time to prepare for the day.*

Form

Telling Time of Day

When talking about the time on a clock, you use the phrase *kell on* (the clock is) followed by the time. If you want to say ". . . o'clock," you use the word *kell* **before** the time.

Examples

Kell on kuus kakskümmend (6:20). ***It is** six twenty.*	**Kell on** kaksteist null kaheksa (12:03). *It is twelve oh three.*
Ma tulen **kell üksteist** sinna. *I will come there **at eleven o'clock**.*	**Kell viis** on liiga vara! ***Five o'clock** is too early!*

Note: When using the word *kell* with other cases and pre- or postpositions, use **the genitive *kella* or partitive *kella***.

If you want to talk about a more general time, you can use a noun like *hommik* (morning), or *õhtu* (evening) **in the *l*-case** to show time of day. This also applies to seasons like *talv* (winter), *kevad* (spring), *suvi* (summer), and *sügis* (autumn).

Examples

Me tuleme **õhtul** teile külla. *We will come visit you **in the evening**.*	Ma sõin **hommikul** saia võiga. *I ate bread with butter **in the morning**.*

Also useful when telling time of day are adverbs like *täna* (today), *eile* (yesterday), *homme* (tomorrow), *vara* (early), and *hilja* (late).

Examples

Meil on õppetund **täna* õhtul kell 9**. *We have a lesson **this evening at nine.***	Me nägime teda just **eile* õhtul.** *We just saw him **last night**.*
Ta tuleb **õhtul hilja** koju. *She comes home **late in the evening**.*	Ärkame **homme vara** üles. *Let's wake up **early tomorrow**.*

***Note:** In English, the word "this" is used when talking about time (this morning, this evening, etc.). In Estonian, the word *täna* (today) is used instead. Similarly, when saying "last night," the word *eile* (yesterday) is used.

Remember that Estonians, like most of Europe, use a 24-hour clock. This means that after noon the time does not reset to one o'clock, but continues to 13:00, 14:00, etc. However, Estonians will usually understand if you use normal 12-hour times. If necessary, they will clarify by saying *hommikul* (in the morning) or *õhtul* (in the evening), which mean *AM* and *PM*, respectively.

Days of the Week

The days of the week in Estonian are nouns, so they are put in the *l*-case like other nouns of time (*hommikul, õhtul,* etc.) when you want to say "on" a day.

Examples

Meil pole **laupäeval** ühtegi õppetundi.
*We don't have a single lesson **on Saturday**.*

Me saame **reedel** ühe uue inimesega kokku.
*We are meeting with a new person **on Friday**.*

Kas te tulete **pühapäeval** kirikusse meiega?
*Will you come to church with us **on Sunday**?*

Days of the Week	
esmaspäev	Monday
teisipäev	Tuesday
kolmapäev	Wednesday
neljapäev	Thursday
reede	Friday
laupäev	Saturday
pühapäev	Sunday

Note: Days of the week are treated like adverbs of time, meaning they are placed in a sentence *before* adverbs of location and the object.

Dates

Months are different from other nouns of time. When you want to say something happened or will happen "in" a month, you use the *s*-case.

Examples

Ma sündisin **jaanuaris**.
*I was born **in January**.*

Jõulud on **detsembris**.
*Christmas is **in December**.*

Kirik taastati **aprillis.**
*The Church was restored **in April.***

Months			
jaanuar	January	*juuli*	July
veebruar	February	*august*	August
märts	March	*september*	September
aprill	April	*oktoober*	October
mai	May	*november*	November
juuni	June	*detsember*	December

Days of the month are formed using ordinal numbers (see the chapter on using numbers).

Examples

Seitmes august
The seventh of August

Kaheteistkümnes mai
The twelfth of May

Kahekümne viies detsember
The twenty-fifth of December

When using days of the month, they are almost always put in the *l*-case, which is applied to **both the date and the month**.

Examples

Üldkonverents on sel aastal **kuuendal oktoobril**.
*General conference is on **October sixth** this year.*

Mina sündisin **kaheteistkümnendal märtsil**.
*I was born on **March twelfth**.*

Note: Sometimes, in spoken Estonian, natives will use the date without any cases at all. This is **technically incorrect** and you should use the correctly cased version (the example on the right in the next table) whenever possible, but using the shorter one (the example on the left) is much easier and is common when speaking.

Examples

Ma olen **kakskend kaks oktoober** seal. *I will be there on **October 22nd**.*	Ma olen **kahekümne teisel oktoobril** seal. *I will be there on **October 22nd**.*

There are two ways to talk about the year. The first is to use the ordinal number in the *l*-case, followed by the word *aastal* (in the year). Since years are large numbers and **there is no shorter way to say them (like saying "nineteen ninety two")**, this can be difficult.

Ma sündisin **tuhande üheksasaja üheksakümne teisel aastal** veebruaris.
*I was born in February **nineteen-ninety-two**.*

The (slightly) easier way to talk about the year is to say the word *aastal* first, and then the year in the nominative.

Ma sündisin viieteistkümnendal veebruaril, **aastal tuhat üheksasada üheksakümmend kaks**.
*I was born on the fifteenth of February **nineteen-ninety-two**.*

Go the Extra Mile

Pool and *Veerand*

In Estonian you can say times like 6:30 and 12:15 by using the words *pool* (half), *veerand* (quarter) and *kolmveerand* (three quarters). Although this way is convenient, the normal way of simply saying the numbers is never incorrect.

Examples

Kell on **pool seitse** (6:30). *It is **half past six**.*	Kell on **veerand kaksteist** (11:15). *It is a **quarter past eleven**.*	Kell on **kolmveerand kaks** (1:45). *It is a **quarter to two**.*

Note: Notice that the hour used to tell time like this is the **next hour, not the current one.** Think of it like saying "half *of* three" or "three quarters *of* four" as opposed to "half *past* three" or "a quarter *past* two."

Note: These words are only ever used with times less than 12. If you want to say 6:30 *PM* (18:30) you would say *pool seitse* and never *pool üheksateist.*

The *-ti* Ending

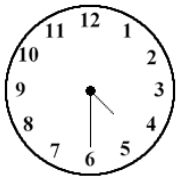
The ending *-ti* can be added onto some words to form an adverb that shows how something is divided up or organized. Often, this will be used to show when something happens.

hommikuti	in the mornings	*päeviti*	during the day
õhtuti	in the evenings	*ülepäeviti*	every other day

Activities

A. Picture Activity

On a separate sheet of paper, write out the time in full sentences in Estonian. There may be more than one correct answer. Check your answers.



B. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Mis kuupäev täna on?
2. Täna on kahekümne kolmas veebruar.
3. Mis kell ristimisteenistus on?
4. Me läheme esmaspäeval perekond Jõgide juurde pereõhtule.
5. Me peame minema kella viiese trolli peale.
6. Meie buss Tartusse lahkub kell pool kolm.
7. Täna hommikul ärkasin üles kell kolmveerand kuus.
8. Meie õppetund õpetamiskeskuses lükati kella veerand seitsme peale.

C. Translation

On a separate sheet of paper, translate the following sentences to Estonian, writing out the numbers as words. Check your answers.

1. Church ends at 14:00.
2. The activity will last from 19:00–20:00 on Friday.
3. My birthday is on August 24th.
4. I was born in 1996.
5. We'll need to get to the church at a quarter past 10 if the sacrament meeting starts at 11.
6. Missionaries need to go to sleep at 22:30 every evening.
7. The last bus from Pärnu to Tallinn leaves at 21:05.
8. How about we'll meet you at 12:15 in the church building?
9. We started the companionship study at 9:10 this morning.
10. I will leave Tartu on July 24th, 2016.

D. Companion Activity

Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event is happening, what time it begins, and what time it ends.

Practice scheduling appointments with your companion as if he or she were one of your investigators. Ask what time would be best for the investigator and confirm the appointment after you make it. Get feedback on how well you expressed the time.

E.Sentence Creation

Think about important dates in your life, such as your birthday, your baptismal date, and the birthdays of your parents and siblings, and practice writing them down in as many ways as you can.

F. Scripture Activity

Look through Joseph Smith–History and take note of the dates and times of day of important events. Practice narrating to your companion Joseph Smith's story and the timeline of the Restoration.

G. Preach My Gospel Activity

Read "*Soovitusi selle peatüki õppimiseks*" at the beginning of chapter 6 of *Jutlusta Minu Evangeeliumi*. How is the *-ks* case used? How can you use the -ks case to help investigators and missionaries understand the importance of Christlike virtues?

H. Language Study Plan Activities

1. Listen to how the natives express the time and imitate them. Write down any phrases they use that you would not have used.
2. Describe your daily routine in your journal. How does your schedule change with the day of the week? Next, write a plan to give to someone preparing to be baptized or striving to overcome an addiction. Specify dates and times that they will complete various commitments.

Telling Time

Examples

Kell on juba viis minutit **kuus läbi**!	It is already five minutes **past six**!
Kell saab **kahekümne minuti pärast** seitse.	It will be seven o'clock **in twenty minutes**.
Meie kirikuga tutvuja tuleb **laupäevaks** maalt tagasi.	Our investigator is coming back from the countryside by **Saturday**.
Jeesuse keha oli **kolm päeva** hauas.	Jesus' body was in the tomb **for three days**.

Explanation

There are many more nuances to talking about time in Estonian. Some of these and how to use them correctly are discussed in this chapter.

Form

Läbi and *Pärast*

There are many words that can be used to talk about time that call for cases. The case, whether genitive or partitive, is applied to the whole time, including the word *kell*. To understand these, you will need a good grasp of **genitive and partitive prepositions and** postpositions (see the chapter on prepositions and postpositions).

- The words *enne* (before) and *pärast* (after) can be used as partitive prepositions to talk about time.

Ma tulen **pärast viite**. *I will come **after five.***	Ma ei jõua **enne kümmet.** *I won't get there **before ten**.*

- The word *paiku* (around) is very useful when you are not sure exactly when you will be somewhere. It is a genitive postposition.

Kas teile sobiks **viie paiku**? *Would around five work for you?*	Me lähme poodi kuskil* **kaheteistkümne paiku**. *We'll go to the store somewhere* **around twelve**.*

***Note**: *Kuskil* (somewhere) is used just like "somewhere" when talking about time in Estonian. It is informal but very useful.

- The word *läbi* (through), is usually a genitive postposition or preposition, but when talking about time, it does not call for a case. It is placed directly after the hour in the nominative. Notice that the order of hour and minutes is not important.

Kell on **seitse minutit viis läbi** (5:07). *It is **seven minutes past five**.*	Kell on **kaks läbi kümme minutit**. (2:10) *It is **ten minutes past two**.*

- *Pärast* can be used as a **genitive postposition** to mean "to/until" or a **partitive preposition** to mean "past" when talking about more specific times.

Viis minutit **pärast seitset** (part. prep.) (7:05). *Five minutes **past seven**.*	**Viie minuti pärast** seitse (gen. post.) (6:55). ***Five minutes to** seven.*

How Long?

If you want to talk about **how long** something will last or take, there are two options.

- If you are talking about how long the subject will **be** somewhere (by using the verbs *olema* (to be), *jääma* (to stay), *tulema* (to come), etc.) you will use **the *ks*-case**.

Me tulime **viieks päevaks** siia.
*We came here (to stay) **for five days**.*

Ma lähen **kaheks aastaks** Eestisse teenima.
*I am going to Estonia to serve **for two years**.*

- If you want to talk about how long the verb of the sentence will go on, you case the time **as if it were a total object** (see the chapters on the object and using numbers). This is the method you will use most of the time.

Me töötasime **viis päeva** selle projekti kallal.
*We worked on that project **for five days**.*

Ma lugesin seda raamatut **kolm tundi**.
*I read that book for **three hours**.*

The distinction between these two uses can be hard in some cases. Just remember that **casing time like a total object tells how long the verb went on or will go on for,** and **the *ks*-case (usually) tells how long the subject will physically be somewhere.**

There are many ways to use the total object option to show how long something will take. The following examples should give you an idea, but you will likely have to practice them and ask for the help of a native speaker to make sure you use them right.

Adverb	Adjective	Genitive
nüüd	*nüüdne*	*nüüdse*
täna	*tänane*	*tänase*
homme	*homne*	*homse*
eile	*eilne*	*eilse*
praegu	*praegune*	*praeguse*

Note: Notice that the English phrase "it takes . . ." when talking about time **can not be translated**. Instead, use the verb *minema* (to go) as shown in the examples.

Tallinnast Tartusse **sõidab** bussiga **kaks ja pool tundi**.
It takes two and a half hours to drive to Tallinn to Tartu by bus.

Me jalutasime **nelikümmend viis minutit**, et siia jõuda.
*We walked for **forty-five minutes** to get here.*

Mul läks täna riidesse panemisega **kolmkümmend minutit**.
***It took me 30 minutes** today to get dressed.*

Tavaliselt **läheb** umbes **kolm tundi**, et Narvasse sõita.
*It normally **takes** about **three hours** to get to Narva.*

The *ks*-case

The *ks*-case can also be used to show **by what time** something should be completed. Since the *ks*-case can only be applied to nouns or adjectives, adverbs such as *täna* (today) and *praegu* (right now) have to be made into adjectives before the case can be used. The table on the right shows the nominative and genitive forms of the most common adverbs for which this is done.

Ma pean **reedeks** selle kirjandi sisse andma.
*I have to turn in this paper **by Friday**.*

Ma ei usu et ma jõuan seda **homseks** teha.
*I don't think I will be able to do that **by tomorrow**.*

Activities

A. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Me ei jõua bussi peale enne kella seitset!
2. Number 40 buss lahkub peatusest kaheksa minutit viis läbi.
3. Kell on juba viisteist minutit pärast nelja!
4. Viie minuti pärast on kell üksteist ja sakramendikoosolek algab!
5. Me tuleme kahe päeva pärast Tartusse.
6. Me oleme Pärnus neli päeva.
7. Tavaliselt läheb kuskil kolmkümmend minutit, et toiduks ettevalmistusi teha.
8. Kesklinnast Mustamäele sõidab umbes viisteist minutit.

B. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. It takes about ten minutes to walk to our apartment from the church building.
2. It is already eight minutes past six. I am starving!
3. How about we eat somewhere around one o'clock?
4. We will be there sometime around four.
5. Could I call you back in around fifteen minutes?
6. We came to Estonia for two years.
7. I have been in Estonia only for two months.
8. We are running late for our lesson, it is five minutes to three!

C. Speaking Practice

For each of the times given in the table below, practice saying them to your companion in as many ways as possible. Two examples are given for you. Check these with an experienced speaker or a native to make sure you are saying them correctly.

Examples:
6:15 - Kuus viisteist
Veerand seitse
Neljakümne viie minuti pärast seitse
Viisteist minutit pärast kuute
Viisteist minutit kuus läbi

12:45 - Kaksteist nelikümmend viis
Kolmveerand üks
Viieteist minuti pärast üks
Nelikümmend viis minutit pärast kahtteist
Nelikümmend viis minutit kaksteist läbi

20:41	16:30	9:12	19:30	6:56	16:14
21:49	5:32	12:00	13:13	1:36	17:08

D. Companion Activity

Go over your plans for the week with your companion. For each event you have scheduled, practice telling each other what time the event is happening, what time it begins, and what time it ends.

Practice scheduling appointments with your companion as if he or she were one of your investigators. Ask what time would be best for the investigator and confirm the appointment after you make it. Get feedback on how well you expressed the time.

E. Scripture Activity

In your English scriptures, find verses containing expressions of time. Write down how you think these expressions would be translated in Estonian. Use your Estonian scriptures to check your answers. Keep looking for other expressions of time and date until you feel comfortable with the differences between English and Estonian. Do the same thing with *Preach My Gospel,* the *Missionary Handbook,* and other materials you have available to you.

F. Preach My Gospel Activity

Study *Preach My Gospel,* chapter 9, before your next weekly planning session. Write five sentences using the patterns learned in this grammar chapter to use in your weekly planning. Have your companion check the sentences, then practice repeating them to him or her. Use the sentences when you plan.

G. Language Study Plan Activities

1. Write sentences using expressions of time that you can use in your activities today. Have your companion or a native speaker check them for correctness and role play the situations you will use them in.
2. Prepare a list of your own sentences using expressions of time that you would like to use when you teach and give it to a native speaker. Ask them to correct any errors and then talk about the errors together.

Prepositions and Postpositions

Examples

Me näitame oma usku Jumalale väiksete asjade **kaudu**.	We show God our faith **through** small things.
Misjonärina on sul alati sõber enda **kõrval**.	As a missionary you always have a friend **at** your **side.**
Sa pead **enne** ristimist kuulma kõik 5 õppetundi.	**Before** baptism, you have to hear all five lessons.

Explanation

Estonian uses both prepositions (words that go *before* another word) and postpositions (words that go *after* another word) to show things like location, time, and other parts of a sentence. Some of these words can be used in the place of cases in some sentences. For example, the postposition *peal* (on) is synonymous with the *l*-case in some contexts. Some have totally unique meanings and some can have multiple meanings. The proper usage of pre- and postpositions is essential in everyday spoken Estonian.

Examples

Meil kõigil peaks olema eesmärgiks jõuda tagasi Jumala **juurde**.
*We should all have the goal of getting back **to the presence** of God.*

Pärast ristimist on sul võimalus saada Püha Vaimu and.
***After** baptism you will have the opportunity to receive the gift of the Holy Ghost.*

Form

Prepositions

All prepositions in Estonian require a case on the word they are describing. Most often, it will be the partitive case, but sometimes it can be genitive. The following table gives some common prepositions that call for the **partitive case**. Note that some prepositions can also be used as postpositions, and they likely have different meanings when used as such.

Prepositions		
pärast (after)	*enne* (before)	*vastu* (against, physically)
peale (after)*	*mööda* (along)	*keset* (in the middle of)

Examples

Ta komistas ja kukkus **vastu seda seina**. *He stumbled and fell **against that wall**.*	Loe **enne magamaminekut** pühakirju! *Read the scriptures **before going to bed**!*
Jaluta umbes pool kilomeetrit **mööda teed**. *Walk about half a kilometer **along the road**.*	Laps seisis **keset tuba** ja nuttis. *The child stood **in the middle of the room** and cried.*

The preposition *peale* has multiple meanings depending on the case it is followed by. When followed by the partitive case, it means "after," but when followed by the genitive case, it means "except" or "besides." Other prepositions that call for the genitive are *üle* (over), *ümber* (around), and *läbi* (through).

Tal ei ole ühtegi sõpra **peale meie**. *He doesn't have a single friend **except us**.*	Räägime sellest **peale tundi**. *Let's talk about it **after the lesson**.*

***Note:** The word *peale* (after) is used in this meaning only in spoken Estonian and is bad style, even though widely used. The word *pärast* should be used instead.

Postpositions

Postpositions are far more common in Estonian than prepositions. Just like prepositions, they all call for a case on the word they are paired with. The majority of them require the genitive case, but there are some exceptions. The table below gives some of the most common **genitive postpositions.**

Postpositions			
vastu (against, figurative)	*peale* (onto)	*juures* (in the presence)	*kaudu* (through)
ümber (around)	*kõrval* (next to)	*kohal* (above)	*all* (under)
pool (in that direction)	*sees* (in)	*pärast* (because of)	*abil* (with the help of)

Examples

Mul ei ole midagi **religiooni vastu**. *I don't have anything **against religion**.*	Nad tulid kirikusse ainult **huvi pärast**. *They came to church only **out of** (because of) **curiosity**.*
Kas sul on raha **selle rohelise koti sees**? *Do you have money **in that green bag**?*	Saame kokku **Kaarli Kiriku juures**. *Let's meet up **by** (at) **Kaarli Church**.*

Most postpositions that describe location have three different forms. One to indicate going **to** the place—one for being **at** the place, and one for coming **from** the place (just like *kuhu* [where to], *kus* [where], and *kust* [where from]—refer to the "Questions" chapter). Even though the words *siin* (here) and *seal* (there) are not postpositions (they are adverbs), they follow the same pattern and are listed here as well.

All of these postpositions call for the genitive case.

to	**at**	**from**	**English**
siia	*siin*	*siit*	here
sinna	*seal*	*sealt*	there
kõrvale	*kõrval*	*kõrvalt*	next to
alla	*all*	*alt*	under
sisse	*sees*	*seest*	in
peale	*peal*	*pealt*	on
ette	*ees*	*eest*	in front
vahele	*vahel*	*vahelt*	between
poole	*pool*	*poolt*	in that direction
taha	*taga*	*tagant*	behind
järele (järgi)	*järel*	*järelt*	after

Ta vaatab **minu poole**. *He is looking in **my direction**.*	Tule **mu kõrvale** seisma! *Come stand **next to me**!*
Tule **mu eest** ära! *Come away **from in front of me** (Get out of the way)!*	Ristimise ajal pead sa minema täiesti **vee alla**. *During baptism you must go completely **under the water**.*

The postposition *väljas* (out), is not used with the genitive case, but rather with the *-st* case or a "from" adverb (See "Go the Extra Mile").

Tulime **kirikust välja**. *We came **out of the church**.*	Oleme just **kirkust väljas**. *We are just **outside of the church**.*

Go the Extra Mile

With Adverbs

Although they are most often used with nouns, some postpositions can be combined with adverbs over even other postpositions to express more complicated ideas. The word *pool* and its other forms are often used in this way.

Minu jalg on teki **alt väljas**. *My foot is **out from under** the blanket.*	Me läheme juba **sinnapoole**. *We're already going **in that direction**.*
Nad tulid **sealt kaudu**. *They came **through there**.*	Usk peab tulema **seestpoolt**. *Faith has to come **from inside**.*
Ma tahan **siit välja** minna. *I want to go **out of here**.*	Me peaksime minema **sinna sisse.** *We should go **in there**.*

Pärast and *Enne* as Conjunctions

The incorrect use of these two words is one of the most common mistakes made by foreign speakers. This is because in English, you can use *before* and *after* as conjunctions without any other words. In Estonian, however, you need to use cases and other words to specify what you mean.

- When using *pärast* like a conjunction, **you must use the partitive case**. This is usually done by casing *see*, and using *kui* to link the next clause. For more information on this, see the "Conjunctions" chapter.

  Me peame poes käime **pärast seda kui** me oleme pesu pesnud.
  *We have to go to the store **after** we do the laundry.*

- When using *enne* as a conjunction, you can leave out the case, but **be sure to use *kui* to link the clauses together.**

  Sa pead suitsetamise maja jätma **enne kui** sa võid ristitud saada.
  *You have to quit smoking **before** you can be baptized.*

Also note that the word *pärast* is often used (especially in spoken Estonian), as a adverb meaning "later." In this usage, no case is required. It is can also be combined with *poole* to mean "later on."

Ma räägin sinuga **pärast**. *I'll talk to you **later**.*	Me lähme **pärastpoole** oma vanematele külla. *We're going to visit our parents **later on**.*

Activities

A. Identification

In the following excerpt from *Jutlusta Minu Evangeeliumi* (page 99), circle prepositions and postpositions and underline what they are linked to. Check your answers.

> "Kui oleme väärilised, on meil õigus saada ilmutusi enese kohta, vanematel oma laste kohta ja Kiriku liikmetel oma kutsetes. Kuid ilmutuste saamise õigus teiste inimeste kohta ei laiene peale meie endi hoolealuste kellelgi."
>
> —Vanem James E. Faust

B. Finish the Table

Fill in the following table of directional postpositions. The first is completed for you. Cover the table included in the chapter and try to complete this activity by memory.

peale	peal	pealt
kõrvale		
	taga	
järele		
		alt
	ees	
sisse		
		poolt
	seal	
	siin	

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Õpetus ja Lepingud on kolmikköites Mormoni Raamatu ja Kallihinnalise Pärli vahel.
2. Ma panen selle kõrva taha.
3. Ta kaaslane jookseb ta kõrval.
4. Kas sa istuksid tooli peale, palun?
5. Eile sõitsime liikmetega ümber järve.
6. Kas me võime sisse tulla?
7. Vanem, tule siia, ma tahan sulle midagi näidata!
8. Me ei ole seal enne käinud, kas peaksime minema?

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. We came from the presence of our Heavenly Father to here.
2. I took my scriptures out from my bag.
3. Let's go outside and find someone to teach!
4. When we pray, we pray to Heavenly Father in the name of Jesus Christ.
5. Yesterday we walked through the whole city.
6. We receive revelation through the scriptures.
7. Come stand behind me. There is a dog in that yard!
8. Which direction would you say my companion went?

E. Description

Describe to your companion how you like to organize your desk or study area. Take turns with your companion and see who can use the most postpositions.

F. Scripture Activity

Read "Õpetus ja Lepingud," section 4. Write down all of the prepositions and postpositions you can find. Check your answers. What kinds of missionaries does the Lord want in His service? Share your thoughts with your companion.

G. Preach My Gospel Activity

Read "Keskmise pikkusega õppetunni plaan" *(10–15 minutit)* on page 41. How many prepositions and postpositions can you find? Check your answers. What key doctrines can you teach using postpositions? Memorize a few sentences from this section and use them in your next lesson.

H. Language Study Plan Activities

1. Many prepositions and postpositions are similar and vary by a single letter (i.e., peal, peale). Create sentences for each preposition and postposition and practice speaking them aloud. Ask natives and your companion to check if your meaning is clear.
2. Make a list of prepositions and postpositions in your planner and keep track of how many you hear natives use today. If you hear an unfamiliar word you think might be a postposition, write it down and look it up later.

The *ta*- and *ga*-Cases

Examples

Sa pead alati püüdma **Vaimuga** õpetada.	You must always strive to teach **with the Spirit**.
Palve kaudu on meil võimalik suhelda **Jumalaga**.	Through prayer it is possible for us to communicate **with God**.
Sa ei peaks minema kuhugi **ilma** oma **kaaslaseta**.	You should not go anywhere **without** your **companion**.

Explanations

The *ga*- and *ta*-cases are the last two cases in Estonian. Like the *ni*- and *na*-cases, they have relatively few unexpected uses. The *ga*-case is used to indicate essentially the same thing as the preposition "with" in English. It is called the "with" case in Estonian (*kaasaütlev*). The *ta*-case is used to indicate essentially the same thing as the preposition "without" in English. It is called the "without" case in Estonian (*ilmaütlev*).

Jeesus einestas päeval enne oma ristilöömist oma **apostlitega**.
*Jesus dined **with** His **Apostles** the day before He was crucified.*

Ma ei tea, mida ma teeksin Jeesuse Kristuse **lepituseta**.
*I don't know what I would do **without the Atonement** of Jesus Christ.*

For more examples of how these cases can be used, see the "Case Usage Appendix."

Form

Notes on the *ta*-case

The *ta*-case is often used with the preposition *ilma* (without). It does not necessarily add to the meaning, but it is commonly used.

Ma ei saa teie juurde **ilma** oma **kaaslaseta** tulla.
*I cannot come to your place **without** my **companion**.*

Jumal ei palu meil **ilma asjata*** raskeid asju teha.
*God doesn't want us to do hard things **for no reason**.*

***Note**: *Ilma asjata,* while not literally translatable, is a common phrase in Estonian that means "for no reason."

Notes on the *ga*-Case

The *ga*-case is often used with the word *koos* (with). It can be a preposition or a postposition, and it specifies that the word is physically with something else. The postposition *kaasa* (along with) is also common, and it is used to specify when something is *going with.*

Ma olen hetkel **koos** oma **emaga**. *I am **with** my **mom** right now.*	Me peame õpetama **Vaimuga.** *We must teach **with the Spirit**.*
Nad tulevad **meiega kaasa**. *They are coming along with us.*	Võta see õpik **endaga kaasa**! *Take that textbook **with you**!*

Adjectives with the *ga*- or *ta*-Cases

Unlike with most cases, the adjective that describes a noun in the *ga*- or *ta*-case is not in the same case as the noun. The **adjective takes the genitive form**, and the case ending is added **only to the noun**.

Joseph Smith ütles kiriku liikmetele **raske südamega**, et nad peavad oma kodudest lahkuma.
*Joseph Smith told the members of the Church **with a heavy heart**, that they have to leave their homes.*

Me saime kõik Timakovide puud **ilma suurema vaevata** laotud.
*We got all of the Timakov's firewood stacked **without great trouble**.*

Activities

A. Fill in the Blank

On a separate sheet of paper, write the noun in the **-ga** or **-ta** case. Check your answers.

1. Ma ei usu, et ma ilma ____ (sina) hakkama saan.
2. Ma soovin alati olla koos ____ (Jeesus).
3. Keegi ei tahaks kunagi ilma Püha Vaimu ____ (kaaslus) olla.
4. Misjonärid ei tohiks ____ (nimesilt) kodust välja minna.
5. Misjonärid on alati ____ (üksteine) koos.
6. Kas Silva läheb ____ (teie) koos koju?
7. Ma ei tahaks elada ilma Jeesuse Kristuse ____ (lepitus).
8. Ma saan oma ____ (pere) jõuludel rääkida.

B. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Ma loodan, et täna purjus inimesed meiega rääkima ei tule.
2. Ei tea, kuidas me bussideta siin linnas hakkama saaksime.
3. Jumal tahab meiega palve kaudu suhelda.
4. Ilma Jumalata ei oleks meist kedagi siin.
5. Joseph Smithi ilmutuseta ei oleks meil tänapäeval preesterlust.
6. Ma ei tea, kas ma oleksin suutnud koos teerajajatega Utah'sse rännata.
7. Ma olen tänaste õppetundidega rahul!
8. Ilma oma perekonna toetuseta ei oleks ma raskustest üle saanud.
9. Meie kõigi eesmärk on naasta elama koos Jumalaga.
10. Lehhi ei tahtnud ilma pereta uude maailma minna.

C. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. We lived with our generous God before we came to Earth.
2. Without the Holy Ghost, you cannot teach powerfully.
3. What does it mean to "buy milk without money and without price"? (2 Nephi 9:50)
4. With God's help, even a poor farmer was able to translate the Book of Mormon.
5. With tithing money, the Church builds buildings and helps people.
6. We cannot expect to live our entire life without difficulties.
7. I would never want to be without the powerful knowledge of the everlasting gospel.
8. Did you see that man with the blue tie at church?
9. The Holy Ghost was always with Joseph.
10. Lucy mourned her son Alvin's death with the support of her husband, Joseph Smith Sr.

D. Writing Prompt

Imagine you are teaching an older woman. Her brothers died in the war and her first husband was taken to Siberia and never seen again. Write what you could say to her to help her know that she can be with her family again.

What would happen if you did not have the gospel in your life? Write a paragraph about those things we miss without the gospel.

E. Scripture Activity

Read the following scripture passages. Write down all words you find that are in the ga- or ta-cases.

1. 2. Nefi 1:32	2. 2. Nefi 30:2	3. Moosia 21:30	4. Alma 6:7	5. Heelamani 10:6
6. 2. Nefi 7:10	7. 2. Nefi 9:50	8. Alma 60:16	9. Moroni 9:18	10. 3. Nefi 6:24

F. Language Study Plan Activities

1. Choose some of the example sentences from this chapter or sentences you have created and plan to apply these during planned activities today.
2. Read out loud from the Book of Mormon and look for instances where the *-ga* and *-ta* cases are applied. Do you understand their use? Create a few sentences you can use today that follow the same pattern.

Review: Time, Date, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Time, Date, and Location

- Time and Date
- Prepositions and Postpositions
- Telling Time
- The *ta*- and *ga*-Cases

Activities

A. Error Correction

There are seven errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Kaheksakümnendatel hakkasid Soomes Helsingi misjonil teenivad misjonärid ühendust võtma Nõukogude kodaniketa, kes Soomet külastasid. Samuti, soomlastest Viimse-Aja Pühad hakkasid tolleaegselt Nõukogude Liidu liikmesriiki Eestisse reisima, kus nad hakkasid evangeeliumi levitama. Tallinn, Eesti pealinn, oli üheks nendest algsetest ühenduspunktidest. See jutlustamine kaudu hakkasid mõned eestlased ka Kirikust huvi tundma. Esimene kogudus endises Nõukogude Liidus loodi Tallinnas, kakskümmend kaheksa jaanuaril tuhat üheksasada üheksakümmend. Peep Kivit sai hiljem esimeseks eestlasest koguduse juhatajaks. Tuhande üheksasaja üheksakümne esimese aasta septembril loodi veel kaks kogudust: üks eestikeelne, teine venekeelne. Kirik Eestis sai valitsuselt tunnustuse teises juulis tuhande üheksasaja üheksakümnendal aastal. Esimene kirikuhoone Balitkumis pühitseti Tallinnas tuhande üheksasaja üheksakümne üheksanda aasta novembris. Mormoni Raamat anti eesti keeles esimene kord välja jaanuaris aastal kaks tuhat. See oli imeline sündmus Eesti liikmetele, kes selle ajani olid pidanud soome, rootsi, inglise, või vene keels lugema Mormoni Raamatut. Tõlkimine ei oleks olnud võimalik ilma liikmete osava abi.

In the eighties, missionaries serving in the Finland Helsinki Mission began to contact Soviet citizens who were visiting Finland. Also, Finnish Latter-day Saints started traveling to Estonia, then part of the Soviet Union, where they began to spread the gospel. Tallinn, Estonia's capital, was one of these initial contact points. Through this teaching, some Estonians started expressing interest in the Church. The first branch in the former Soviet Union was organized in Tallinn on January 28, 1990. Peep Kivit later became the first Estonian branch president. In September 1991, two more branches in Tallinn were organized; one Estonian speaking, the other Russian speaking. The Church received government recognition in Estonia on 2 July, 1990. The first chapel in the Baltic nations was dedicated in Tallinn in November 1999. The Book of Mormon was published in Estonian for the first time in January 2000. This was a wonderful event for Estonian members, who up until that point had had to read the Book of Mormon in Finnish, Swedish, English, or Russian. The translation would not have been possible without the skillful help of the members.

B. Error Correction

There are eight errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Ma tulin MKKsse kahekümne kolmandal november. Kohe oma esimesel päeval õppisin ma oma eesmärgi, milleks on kutsuda teisi tulema Kristuse juurde evangeeliumist kaudu. Enne siia tuleku ei olnud ma kunagi pidanud keegi teisega tuba jagama, niiet see oli mina jaoks suur muutus, aga minu kaaslane on väga hea mees. Meil on iga päev kell pool kaheksat isiklik õppimisaeg, ja pärast see lähme sööklasse hommikust sööma. Ma olen siin veel kuus nädalat, ja ma siis lähen Eestisse. Ma ei ole veel isegi kõiki oma riideid kohvri välja võtnud, sest meil on olnud nii vähe vaba aega, aga nii hea tunne on teada, et ma valmistun inimesi teenima nende emakeeles.

I came to the MTC on the 23rd of November. Right on my first day I learned my purpose, which is to invite others to come unto Christ through the gospel. Before coming here I hadn't ever had to share a room with anyone, so that was a big change for me, but my companion is a very good man. Every day at 8 o'clock we have personal study time, and after that we go to the cafeteria to eat breakfast. I will be here for six more weeks, and then I go to Estonia. I haven't even taken all of my clothes out of my suitcase, since we've had so little free time, but it is a very good feeling to know that I am preparing to serve people in the native language.

C. Companion Activity

Listed below are several important events in Church history as well as a list of dates. Match each event with its date and tell your companion when the event occurred in a complete sentence. Have your companion check your answers in the answers section as you say each sentence.

1. 23. Detsember 1805 - Josephi sünnipäev
2. Kevad, 1820 - Esimene nägemus
3. September 1823 - Moroni külastab Josephit
4. September 1827 - Joseph saab kuldplaadid
5. 15. Mai 1829 - Aaroni preesterluse taastamine
6. 6. Aprill 1830 - Kiriku asutamine Fayette'is
7. Veebruar 1835 - Apostlite ja seitsmekümnete kutsumine
8. 27. Juuni 1844 - Josephi ja Hyrumi märtisurm Carthage'is

D. Companion Activity

Come up with a list of at least 10 events that you have scheduled for the next few weeks and to which you could invite an investigator (ex: a ward activity, a baptism, a fireside, church meetings, a family home evening, English class, etc.) with a date, time, and location for each. Have your companion play the role of an investigator and practice inviting him or her to that event.

Asking About and Describing Actions and Events

Purpose

This function will help you talk about what has happened or what will happen. This function will also help you express sequence and use nouns as indirect objects. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **While teaching** a lesson, I always feel the Holy Ghost. (*The Gerund*)
- You need to know that you **are loved**. (*The Present Passive*)
- I **was baptized** when I was eight years old. (*The Past Passive*)
- The Book of Mormon **has been read** thousands of times. (*Using the Passive Correctly*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- Heavenly Father Reveals His Gospel in Every Dispensation (What is the pattern of gospel dispensations? What does God do to reveal the gospel to His children?)
- Pray to Know the Truth through the Holy Ghost (To whom do we pray?)
- Our Life on Earth (What are we supposed to do during this life?)
- Atonement (What does the Atonement do for us? What do we do to apply it in our lives?)
- Faith in Jesus Christ (How do we show our faith? How do we exercise it?)
- Repentance (What do we do to repent?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Conduct a Meeting (What will happen during the meeting?)
- Explain Priesthood Ordinances (How was the priesthood restored?)
- Extend Commitment Invitations (What does my invitation really ask them to do?)
- Use the Scriptures (How can someone apply the scriptures in his or her life?)

The Gerund (*des*-Form)

Examples

Selgita seda põhimõtet **kasutades** Mormoni Raamatut.	Explain this principle **by using** the Book of Mormon.
Palvetades kasutame aupaklikku ja armastavat keelepruuki.	**When praying**, we use reverent and loving language.

Explanation

The gerund (*des*-form) indicates an action that occurs at the same time as another action. It can be used to show several different things in Estonian.

Ma istun kirikus **vaikides**.
*I sit at church quietly (**while being quiet**).*

Ma nägin bussi peale **minnes**, et ühel naisel oli abi vaja.
***As I was getting on** the bus, I saw that a woman needed help.*

Kutsu teisi tulema Kristuse juurde, **aidates** neil võtta vastu taastatud evangeelium.
*Invite others to come unto Christ **by helping** them receive the restored gospel.*

Form

The gerund is formed simply from the *da*-infinitive. Regardless of whether the *da*-infintive is irregular, replacing the "-a" with "-es" will give the gerund.

1. -da Infinitive		2. Gerund
armasta/**da**	→	armasta/**des**
oodata/**ta**		ooda/**tes**
tull/**a**		tull/**es**

Using the Gerund

While the most literal use of the gerund is to show when two verbs are happening at once, it is also used quite often in Estonian to show when the main verb is done "by" some other verb. Both are correct and you should be familiar with both.

Sa kannad **ristitud saades** valgeid riideid.
*You will wear white clothes **while getting baptized**.*

Pidades meeles Jumala käske, võime alati Vaimu lähedust tunda.
*We can always feel close to the Spirit by **remembering** God's commandments.*

Activities

A. Forming the Gerund

Put these verbs in the des- form:

saama olema õpetama lugema laulma kutsuma otsima kuuletuma

B. Fill in the Blank

1. Ta peab oma kohustusi, ____ (uskuma), et õnnistused tulevad.
2. Lehhi hüüdis oma perele ____ (sööma) valget vilja.
3. ____ (minema) läbi proovilepanekute, peame meeles pidama Jumalat.
4. Kas sa esitad küsimusi ____ (lugema) pühakirju iga päev?
5. ____ (elama) õigesti, hakkame tundma vaimu mõju.
6. Ma loen, ____ (mõtisklema) selle üle, mis Vaim mulle öelda tahab.

C. Altering Sentences

"I am ___, and I am ___." ⟶ "I am ___ while ___."

1. Jumal saatis meid siia ja ta teadis, et see elu oleks raske.
2. Jeesus Kristus viis täide lepituse, ja ta kuuletus oma Isa tahtele.
3. Me saame ilmutusi kirikuga tutvujate eest ja uurime pühakirju.
4. Me tugevdame ennast ja paastume.
5. Ma pean Tarkuse sõnast kinni ja elan tervislikult.
6. Jeesus sai ristitud ja näitas meile eeskuju.

D. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Ole iseendaga kannatlik, püüdes teha õigeid asju ja parandades tehtud vigu.
2. Jeesus kristus näitas meile eeskuju, saades ristitud, et "täita kõike õigust" (Matteuse 3:15).
3. Sa võid nende asjade õigsuses ka ise veenduda, küsides seda oma Taevaselt Isalt palves.
4. Õppides päästmisplaanist, leiad sa vastused sellistele küsimustele: "Kust ma tulin? Milline on mu elu eesmärk?"
5. Aadama järeltulijad taganesid usust, otsustades olla pahelised.
6. Kui sa palvetad uskudes Kristusesse, ütleb Jumal sulle Püha Vaimu väe kaudu, et see on õige.
7. Tehes teistele head, saame tunda ennast hästi.
8. Armastades oma ligimesi armastame ka Jumalat.

E. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Check your answers.

1. We can feel that the Book of Mormon is true while reading it.
2. By serving others, we serve God.
3. Many people attend church searching for truth.
4. Tomorrow we'll teach the Pantelejev family, sharing a message about families.
5. While I was praying, I could feel the Spirit strongly.
6. You are progressing each day as you focus on Christ.
7. By reading the Bible, we can learn a lot about the life of Jesus Christ.
8. When we call our investigators, we can let them know that we love them.

F. Sentence Creation

Using the gerund, create at least 10 sentences you could use during your planned activities today.

G. General Conference Talk Activity

Find a conference talk in Estonian that deals with a topic you will soon be teaching and highlight every use of the gerund. Try to determine why each was used, asking others for help as necessary. Then find some sentences from that talk using the gerund that you can use in your teaching. Practice using the gerund to teach the topic you have chosen to your companion as if he or she were one of your investigators.

H. Companion Activity

The gerund can be useful when extending commitments to help investigators enhance their experience. For instance, in addition to asking "Will you read Alma 32?" you could ask, "While reading Alma 32, will you think of how this chapter answers your question about faith?" Review the commitments you have planned to extend today with your companion. How can you use the gerund to enhance the experience of your investigators?

I. Scripture Activity

Read 1 Nephi 5:1–9 and make a note every time the gerund is used. Check your answers. What is its equivalent in English? What can you learn from this chapter about trusting in and following the prophet?

J. Preach My Gospel Activity

Read "Valmista inimesi ette ristimiseks ja Kiriku liikmeks kinnitamiseks" on page 203 of *Jutlusta Minu Evangeeliumi*. Prepare a lesson plan using the gerund to help an investigator today know what they need to do to prepare for baptism.

K. Language Study Plan Activities

1. Think of some compound phrases you've memorized from Jutlusta Minu Evangeelium, Mormoni Raamat, or other materials. How could you alter those phrases to use the gerund?
2. Strive to find opportunities to use the gerund and ask for natives to correct you. Discuss with them how frequently it is appropriate to use the gerund.

The Present Passive

Examples

Kui sind **ristitakse**, kannad sa valgeid riideid.	When you **are baptized**, you will wear white clothes.
Jumala saladused **avatakse** meile Vaimu kaudu.	The secrets of God **will be revealed** to us through the Spirit.
Meestele **antakse** preesterlus kui nad on 12 aastat vanad.	Men **are given** the priesthood when they are 12 years old.
Pühasid lepinguid **tehakse** templis.	Sacred ordinances **are done** in the temple.

Explanation

In Estonian, a passive sentence is a sentence that does not have a subject (the person or thing that *does* the verb). For instance, the sentence "We are blessed when we keep the commandments" does not technically have a subject. At first glance it might seem that "we" is the subject, but since "we" is the thing being blessed, it must be the *object*.

Since verbs in Estonian must always be conjugated to the subject, normal conjugations cannot be used in a passive sentence. Instead, the special **passive conjugation** (*-takse*) is used.

-tud	***-takse***	***-ti***
õpi/tud	õpi/takse	õpi/ti
loe/tud	loe/takse	loe/ti
loo/dud*	luuakse*	loo/di*

Forming the Passive

Many grammar books will give the passive in its *-tud* form. This is one of the four forms of the verb you must memorize (along with the *ma*-infinitive, *da*-infinitive, and present stem). The other two forms used in the passive (*-takse* and *-ti*) are formed easily from the *tud*-form (see the table on the right).

*If the *tud*-form has a *-dud* ending (which is uncommon), you will use *-di* instead of *-ti*, and the *-takse* form will be irregular. If a word falls into this category, the irregular forms will almost always be given in the dictionary.

This chapter talks only about the *-takse* form. The other two are discussed in the chapter on the past passive.

The *tud*-form is one of the four forms of the verb that you should memorize (*ma*-infinitive, stem, *da*-infinitive, and *tud*-form). Most other forms of verbs can be predictably formed from these four.

The Basics

To understand the passive form, it is helpful to know how to change an active sentence into a passive one. To change a sentence into the passive, the subject is removed and the verb conjugation is changed to the special present passive ending (*-takse*).

Ma **loen** seda raamatut.
*I **am reading** this book.*

remove the subject →

loe- seda raamatut.

change conjugation →

Seda raamatut **loetakse**.
*This book **is being read**.*

Notice how similar the Estonian sentence is and how much the English sentence has changed. In English the object has become the subject, the ending on the verb has changed, and there are two new verbs (*is* and *being*). In Estonian, **nothing changes except the ending on the verb** and the word order in the sentence, if needed.

Meid **õnnistatakse**, kui peame käskudest kinni. *We **are blessed** when we keep the commandments.*	Kümnist **kasutatakse** templite ehitamiseks. *Tithing **is used** to build temples.*
Paastuannetusi **saadetakse** abivajajatele. *Fast offerings **are sent** to those in need.*	Sakramnenti **jagatakse** kõikidele, kes soovivad. *The sacrament **is passed** to everyone who wants it.*

Note: Since there is no distinct future tense in Estonian, present passive sentences and future passive sentences are said the same. For example, sentences like "You will be baptized" and "They will be blessed" are said just like the sentences "You are being baptized" and "They are being blessed," respectively. See the following examples.

Sind **ristitakse** pühapäeval. *You **will be baptized** on Sunday.*	Sind **pestakse** kui sa lähed templisse. *You **will be washed** when you go to the temple.*
Meie üle **mõistetakse** kohut meie tegude järgi. *We **will be judged** according to our deeds.*	Pühakirju **tõlgitakse** veel paljudesse keeltesse. *The scriptures **will be translated** into many more languages.*

Note: Notice the use of cases in these sentences. Since, in English, the object of a passive sentence is treated as the subject, you will be tempted to only use the nominative in a passive sentence. This is **incorrect most of the time** and will cause problems with being understood. See "Using the Passive Correctly" for more information on cases in the passive.

As with many grammar principles in Estonian, **the word order used in a passive sentence can vary greatly**. You will have to practice listening to natives use the passive and mirror the word order they use.

Negation

Negating a sentence in passive is similar to negating a sentence in normal speech. The article ei is used, and the ending is removed from the verb. In a passive sentence, the -ta ending remains at the end of the verb to show that it is still passive.

Paljudes kohtades Jeesust Kristust **ei kummardata**. *In many places, Jesus Christ **is not worshipped.***	Jumala kirikus väikseid lapsi **ei ristita.** *Little children **are not baptized** in God's church.*
Preesterlust **ei anta** naistele. *The priesthood **is not given** to women.*	Inimesi õnneks enam **ei lööda*** risti. *Luckily, people **are** no longer **crucified**.*

*The *-takse* form of this verb (*lööma*) is *lüüakse*. Irregular verbs that do not use the normal *-takse* ending, like this one, **do not follow the same pattern** for forming the negative as normal verbs. The irregular forms will usually be given in a dictionary.

Note: The negative form of the passive is also used sometimes to show something that is inappropriate or not allowed.

Jumala nime **ei võeta** asjatult suhu! ***You can't take** the name of God in vain!*	Nii **ei tehta**! ***You can't do** that! (Literally: That way is not done!)*
Oma vanematega nii **ei räägita**! ***You don't talk** to your parents like that!*	Kirikusse **ei minda** musta särgiga! ***You can't go** to church with a dirty shirt!*

Go the Extra Mile

Conditional

Passive verbs can be used in the conditional form just like active verbs. The conditional ending (*-ks*) is used, and it is added to the *-ta* ending used in the negative form (remember that some verbs are irregular in the negative form, and this irregular form should be used to form the conditional).

1. -ta form (from negative)	*2. Add -ks*
õpetata	õpetata/ks
lööda	lööda/ks

This form is used in a similar way as the conditional form of an active verb, but less often. It is much more common in the scriptures.

Ja vaadake, et kõiki neid asju **tehtaks** targalt ja korrakohaselt. (Moosia 4:27) *And see that all these things **are done** in wisdom and order.*	Jeesus andis ennast juutide kätte, et teda **löödaks** risti. *Jesus turned Himself over to the Jews **to be crucified**.*

Third Person Conjugations

A common practice in Estonian is to use the third person singular conjugation (*-b*) to imply a type of passive voice. This is done only with words like *saama* (can), *võima* (may), and *tohtima* (to be allowed). This can also be done in negative sentences (*ei saa,* etc.)

Jeesuse õpetused **võib leida** pühakirjadest! *Christ's teachings **can be found** in the scriptures!*	Kas kiriku juurde **saab** bussiga **minna**? ***Can you (is it possible to) get** to the church by bus?*
Kas **tohib küsida**, kui vana te olete? ***Could I (is it allowed to) ask**, how old you are?*	Seda lauset **ei saa** lihtsalt **tõlkida**. *That sentence **can't** just **be translated**.*

Unexpectedly, the third person conjugation of *tulema* (to come) can be used along with a *da*-infinitive to mean, roughly, "it must be . . ." These sentences are a type of passive (they have no subject), and, therefore, follow the same rules about the case of the object as other passive sentences (see "Objects and Using the Passive Correctly").

Ristimisi **tuleb teha** õige volitusega. *Baptisms **must be done** with the right authority.*	Köök **tuleb ära koristada**. *The kitchen **has to be cleaned**.*

It is possible to imply a subject in this type of sentence (*tuleb* + *da*-infinitive) by using the *l*-case. When used in this way, this construction has a similar meaning to the verb *pidama* (to have to). Since the subject in these sentences is only implied with the *l*-case, they are still considered passive and the rules on the object for a passive sentence still apply.

Meil tuleb vahepeal **käia** usus. *Sometimes **we have to walk** by faith.*	**Sul tuleb lugeda** ja **palvetada** selle üle. ***You need to read** and **pray** about it.*

On Vaja

The phrase *on vaja* (is needed) is used very often in Estonian. It is technically a passive construction, but a subject can be implied with the *l*-case, just like with *tuleb* + *da-infinitive*. Although this type of sentence will **usually use a partial object**, the less common times **when the total object is used will call for the nominative case**, like other passive sentences.

Tal on uut autot **vaja**. ***He needs** a new car.*	See vestlus **on vaja** lõpetada. *This conversation **needs** to be ended.*

Activities

A. Forming the Present Passive

On a separate sheet of paper, write down the present passive and present passive negative forms of the following verbs. Look up any words you are unfamiliar with in a dictionary. Check your answers.

Verb	*Present Passive*	*Present Passive Negative*
rääkima	räägitakse	ei räägita

1. õppima
2. lugema
3. ristima
4. tõlkima
5. andma
6. teadma
7. uskuma
8. kasutama
9. arvama
10. olema
11. tegema
12. võtma
13. minema
14. panema
15. tahtma
16. pidama
17. kandma
18. mõistma
19. saatma
20. laskma

B. Sentence Alteration

Change the following active sentences into passive sentences by removing the subject and conjugating the verb passively. Be aware that you might have to change the case of the object when the sentence becomes passive. Check your answers.

Example: Jumal õnnistab meid. ⟶ Meid õnnistatakse.

1. Misjonärid õpetavad evangeeliumi kirikuga tutvujatele.
2. Kiriku liikmed tõlgivad Mormoni Raamatut mitmesse keelde.
3. Sel pühapäeval õpetame pühapäevakoolis ristmisest.
4. Tema perekond palvetab tema tervise eest.
5. Kiriku juhid kasutavad seda raha misjonäride toetuseks.
6. Ma ei usu, et see on õige.
7. Tema ei tee nii.
8. Jumal ei oota meilt rohkem, kui me suudame teha.
9. Inimesed Jumala kirikus ei joo alkoholi.
10. Inimesed üle maailma armastavad oma peret.
11. Me ei kasuta päheõpitud palveid Jumalaga rääkimiseks.
12. Jumalal on kahju kui me ei järgi tema nõuandeid.

C. Sentence Alteration

Change the following passive sentences into active sentences. You will have to choose a subject for yourself, so your answers might not be exactly the same as the ones given. Check your answers.

Example: Meid õnnistatakse. ⟶ Jumal õnnistab meid.

1. Misjonäre saadetakse sinna, kus neid vaja on.
2. Pühakirju tõlgendatakse paljudel erinevatel viisidel.
3. Sakramenti õnnistatakse enne, kui seda jagatakse.
4. Sind ristitakse sel laupäeval.
5. Kirikusse minnakse tavaliselt pühapäeval.
6. Mormoni Raamatut ei võeta paljudes kohtades vastu.
7. Meid ei lasta väga tihti uksest sisse.
8. Apokrüüfe ei peeta meie kirikus Jumala sõnaks.
9. Jumalasse ei usuta igal pool maailmas.
10. Paljud inimesed usuvad, et prohveteid enam ei kutsuta.
11. Tänapäeval jutlustatakse evangeeliumit üle terve maailma.
12. Meile ei seletata tõde kui me ei ole selleks valmis.

D. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Seda plaani kutsutakse Päästmisplaaniks.
2. Perekonnaelu õnn saavutatakse kõige paremini siis, kui see põhineb Issanda Jeesuse Kristuse õpetustel.
3. Ringkonnakoosolekuid peetakse igal nädalal.
4. Püha Vaimu kutsutakse tihti Trööstijaks.
5. Sulle ilmutatkse uusi ideid kogu aeg, kui sa oled vääriline.
6. Pärast ristimist kinnitatakse sind kiriku liikmeks ja sulle antakse Püha Vaimu and.
7. Meie kirikus ei peeta Maarjat rohkemaks, kui inimeseks.
8. Meie üle ei mõisteta kohut ainult meie soovide põhjal.
9. Telefone ei kasutata kirikus!
10. Pärast ülestõusmist ei lahutata keha ja vaimu enam kunagi.
11. Jumalat kõnetades ei kasutata sõna "Teie."
12. Preesterlust ei võeta enam kunagi maa pealt ära.
13. Tema sõbrale õpetatakse praegu Kristuse elust.
14. Laulupeol lauldakse rahvuslikke laule.

E. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Chapter 42, "Using the Passive Correctly," might be helpful. Check your answers.

1. You will be blessed with the spirit of revelation.
2. The voice of the Spirit is described in the scriptures.
3. The gospel will be taught in every language and every country.
4. We will be thanked for our service, either here or in the next life.
5. Missionaries are asked to respect all people.
6. We will be assigned to a kingdom of glory based on our faithfulness.
7. Answers to life's questions are often found in the scriptures.
8. Children are taught at a young age about the gospel.
9. No one is forced to keep the commandments.
10. People normally take their shoes off when coming inside (use the passive, not *inimesed . . .*).
11. The word "elder" is used to emphasize a missionary's calling and office.
12. Our problems will not be solved for us.
13. The font will be filled with water before your baptism.
14. You will be made strong as you read the scriptures.
15. We are asked to donate one tenth of our income.
16. Church buildings are kept clean with the members' help.
17. The Bible is studied very seriously all over the world.
18. We are encouraged to share the gospel with our friends.
19. Missionaries are not sent to places where they are not needed.
20. You will be assigned a companion with the help of the Spirit.

F. Sentence Creation

Write two sentences using each of the verbs listed in Activity A using the correct passive voice. Be sure to create sentences that may be used in teaching.

G. Writing

As we keep the commandments and strive to become more like Christ, we are blessed. Write a paragraph using passive voice to describe some of the blessings we receive as we live the gospel.

H. Scripture Activity

Read the following scriptures. Find all sentences with present passive verbs and write the verb(s) down in the ma-infinitive form. Translate the sentences into English. Check your answers with your English scriptures.

1. Eteri 12:6	2. 2 Nefi 32:6	3. Eteri 4:9	4. 2 Nefi 9:34	5. 2 Nefi 30:17
6. Moosia 2:41	7. Alma 37:6	8. Moosia 13:3	9. 1 Nefi 22:22	10. Alma 50:20
11. Alma 5:25	12. 2 Nefi 27:11–12	13. 1 Nefi 1:13	14. Mormoni 9:29	15. 1 Nefi 19:10
16. Jaaromi 1:3	17. 3 Nefi 12:25	18. 3 Nefi 14:1	19. 3 Nefi 19:9	20. 1 Nefi 10:3

Pick two scriptures from the above list and have your companion take the role of an investigator as you teach him or her the principle in the scripture. Change the passive constructions to active to personalize the scripture to your investigator.

I. *Preach My Gospel* Activity

Read "Taevane Isa ilmutab oma evangeeliumi igal ajajärgul" on page 32. How many different verbs can you find in the present passive voice? Why is it important for people to understand the role of prophets? Discuss this with your companion and practice teaching what a prophet is to someone with no religious background. Check your answers.

J. Language Study Plan Activities

1. It can be easy to lose track of how words relate in a sentence. Pay attention to word endings and practice organizing in your mind the way that these endings relate words together.
2. Listen carefully for the passive voice. You will find that natives use it very frequently. Try to imitate natives' use of the passive voice to make your own speech more natural. You may want to write down verbs and phrases that are frequently used with the passive voice.

The Past Passive

Examples

Jeesus **löödi** risti kahe varga vahel.	Jesus **was crucified** between two thieves.
Mul **paluti** täna kõneleda usuteemal.	I **was asked** to talk on the subject of faith today.
Talle **ei räägitud**, et see on patt!	He **was not told** that that is a sin!
Preesterluse talitusi **on tehtud** igas ajajärgus.	Priesthood ordinances **have been done** in every dispensation.

Explanation

Passive verbs can be in the past tense just like normal verbs can. Passive sentences follow all the same rules as present passive sentences, they simply use different endings (*-ti* or *-tud*).

Simple Past Tense

The ending used in the simple past tense with a passive verb is *-ti* (or *-di* for verbs that use the *-dud* ending in the *tud*-form).

Mind **saadeti** Eestisse teenima oma ligimesi. *I **was sent** to Estonia to serve my fellow men.*	Kiriku taastamise ajal **tapeti** palju pühasid. *Many saints **were killed** at the time of the Restoration.*
Josephi Smithi ajal **usuti** valesid asju**.** *In Joseph Smith's time, **people believed*** many wrong things.*	Jeesus Kristus **löödi** risti. *Jesus Christ **was crucified**.*

***Notice that in this sentence, an English speaker would use "people" to indicate a passive, but in Estonian it is possible and preferred to use the passive form instead of "inimesed."*

Negation in the passive past tense is the same as in active past tense (see chapter 28, "The Simple Past Tense"), only instead of using the *-nud* form, you use the *-tud*.

Erkile **ei antud** Püha Vaimu andi. *Erki **was not given** the gift of the Holy Ghost.*	Ristimistalitusi **ei tehtud** õigesti usust taganemise ajal. *Baptismal ordinances **were not done** correctly during the Apostasy.*
Jeesust **ei võetud** tema enda kodulinnas **vastu**. *Jesus **was not accepted** in his own home town.*	Aadamat ja Eevat **ei sunnitud** sööma keelatud vilja. *Adam and Eve **were not forced** to eat the forbidden fruit.*

All the **rules regarding case, word order, compound verbs, and other parts of the sentence are the same** in past as they are in present in a passive sentence.

Present Passive Perfect and Past Passive Perfect Tense (the *-tud* ending)

Just like other sentences in the passive, passive perfect tenses (*I have been . . .* and *I had been . . .*) are similar to present perfect tenses, only with a different ending (*-tud* instead of *-nud*).

Here it is helpful to see how to change an active sentence into a passive one. This is done, just like in other passive sentences, by removing the subject and giving the main verb a passive ending (*-tud* in this case). The helping verb "olema" in a normal sentence is conjugated to the subject, but in a passive sentence, it is simply changed to *on* or *oli*, depending whether it is in present or past tense.

Ma **olen lugenud** seda raamatut. *I **have read** this book.*	→	**On loetud** seda raamatut. *This book **has been read**.*
Ma **olin lugenud** seda raamatut. *I **had read** this book.*	→	**Oli loetud** seda raamatut. *This book **had been read**.*

Just like with all passive sentences, **the case of words do not change just because a sentence is passive**. Pay attention to the following sentences.

Mind on kutsutud jutlustama evangeeliumi. ***I** have been called to preach the gospel.*	**Mormoni Raamatut** on tõlgitud mitmesse keelde. ***The Book of Mormon** has been translated into many languages.*
Paljusid inimesi oli tapetud religiooni nimel. ***Many people** had been killed in the name of religion.*	**Temaga** oli juba räägitud ristimise tähtsusest. *The importance of baptism had already been talked about **with him**.*

Activities

A. Forming the Past Passive

On a separate sheet of paper, write down the past passive and past passive negative forms of the following verbs. Look up any words you are unfamiliar with in a dictionary.

Verb	*Past Passive*	*Past Passive Negative*
rääkima	räägiti	ei räägitud

1. õppima
2. lugema
3. ristima
4. tõlkima
5. andma
6. teadma
7. uskuma
8. kasutama
9. arvama
10. olema
11. tegema
12. võtma
13. minema
14. panema
15. tahtma
16. pidama
17. kandma
18. mõistma
19. saatma
20. laskma

B. Sentence Alteration with Past Passive

Change the following active sentences into passive sentences by removing the subject and conjugating the verb passively. Be aware that you might have to change the case of the object when the sentence becomes passive.

Example: Jumal õnnistas meid. ⟶ Meid õnnistati.

1. Jeesus õpetas apostlitele evangeeliumi.
2. Mormon kirjutas Mormoni Raamatu tuhandeid aastaid tagasi.
3. Kui Nefilased parandasid meelt, Jumal ei hävitanud neid.
4. Inimesed ei moonutanud Kristuse evangeeliumit enne tema surma.
5. Misjonärid õpetasid talle kümnise seaduse juba pikka aega tagasi.
6. Nefilased ei näinud valgust kolm päeva pärast Kristuse surma.
7. Ta ei visanud Mormoni Raamatut ära.
8. Me palvetasime, et ta saaks terveks.
9. Ta rääkis täna kirikus ligimesearmastusest.
10. Mu ema ei lasknud mul üldse multikaid vaadata.

C. Translation

On a separate sheet of paper, translate the following sentences to English. Check your answers.

1. Mind ei õpetatud uskuma Jumalasse.
2. Nefil kästi ehitada laev.
3. Minu perekonda tugevdati, kui me palvetasime koos.
4. Nefilasi ei tugevdatud, kui nad ei mäletanud oma Jumalat.
5. Josephile ei antud süüa vahepeal kui ta vangis oli
6. Kuldplaate ei antud rikkuse saamiseks.
7. Talle anti andeks kõik tema patud.
8. Sellest on juba nii palju räägitud siin.
9. Jeesusest ei peetud lugu paljudes kohtades.
10. Minu sõbrale ei olnud õpetatud õiged põhimõtteid.

D. Translation

On a separate sheet of paper, translate the following sentences to Estonian. Chapter 42, "Using the Passive Correctly," might be helpful. Check your answers.

1. I was baptized as a child.
2. I have been called as a missionary.
3. The gospel was not restored through Joseph Smith by accident.
4. We have not been given a perfect knowledge.
5. Lehi was commanded to leave Jerusalem in a dream.
6. The Book of Mormon was not revealed until people were ready.
7. She had always been brought to church.
8. My companion's glasses were found on the bus.
9. I was asked to talk about the Atonement today.
10. The Saints have been prosecuted for hundreds of years.

E. Common Errors

Figure out why each phrase or sentence is wrong and how it should be corrected. Check your answers. The translation given for each sentence is what the speaker was trying to say, not necessarily what the sentence actually says.

1. **See maja ei ole olnud pestud***.
   That house has not been washed.
2. **Minu sõber oli antud** raamat.
   My friend was given a book.
3. Jeesuse evangeelium **ei olnud õpetatud*** kaua aega.
   Jesus's gospel was not taught for a long time.
4. **Ma*** saadeti Eestisse misjonile.
   I was sent to Estonia on a mission.

F. Error Correction

Each sentence is either correct or has one error. On a separate sheet of paper, correct the errors. Check your answers.

1. Minu venda ei lastud klubisse.
2. Jeesus oli risti löödud.
3. Need Mormoni Raamatud ei saadetud meile.
4. Pärnus ei ole olnud veel kirikuhoonet ehitatud.
5. Saatan aeti taevast välja.
6. Pered peetakse väga tähtsaks meie kirikus.

G. Sentence Creation

Write two sentences for each of the verbs indicated in Activity A using the correct passive voice. Be sure to create sentences that use both the normal past and perfect past voices and that may be used in teaching.

H. Writing

Christ was persecuted and mistreated as He went about His ministry. Write a paragraph using passive voice to describe some of the things that were done to Christ.

I. Scripture Activity

Read *Moosia 18:16–17.* Write down all the passive verbs. Check your answers. Then teach your companion about baptism as if he or she were one of your investigators. Change the tense of the verses to the present to talk about baptism in the modern Church and apply the verses to your investigator.

J. Preach My Gospel Activity

Read "Elu enne maa peale tulekut: eesmärk ja plaan, mis Jumalal on meie jaoks" on page 48 of *Jutlusta Minu Evangeeliumi*. How can you use the past passive voice to teach this principle? Create a lesson plan and practice teaching your companion.

K. Language Study Plan Activities

1. It can be easy to lose track of how words relate in a sentence. Pay attention to word endings and practice organizing in your mind the way that these endings relate words together.
2. Listen carefully for the passive voice. You will find that natives use it very frequently. Try to imitate natives' use of the passive voice to make your own speech more natural. You may want to write down verbs and phrases that are frequently used with the passive voice.

Using the Passive Correctly

Examples

Misjonäridele **antakse** vägi vastavalt nende usule.	Missionaries **are given** power according to their faith.
Pärast Jeesuse surma **tapeti** kõik tema apostlid.	After Jesus's death, all of His Apostles **were killed**.
Jeesust **ristis** Ristija Johannes.	Jesus **was baptized by** John the Baptist.

Explanation

The previous two chapters gave a basic overview of what the passive is and how to use it. However, the passive voice in Estonian can be one of the most difficult concepts for English speakers to use correctly, and while grammar mistakes may seem minor to someone who is not a native speaker, in the passive they can completely change what you are saying! This chapter will help you make sure you are using the passive correctly.

Using Cases with the Passive

As mentioned in previous chapters, **the case of the object in a passive sentence does not change relative to a normal sentence**. This same rule applies to all words, regardless of what case they are in (with one important exception. See the section on the object). For example, compare this normal sentence to its passive counterpart:

Kui me selle eest palvetame, siis **Jumal annab meile** võimalusi teiste inimeste teenimiseks. *If we pray for it, God will give us opportunities to serve other people.*	→	Kui me selle eest palvetame, siis **meile antakse** võimalusi teiste inimeste teenimiseks. *If we pray for it, we will be given opportunities to serve other people.*

You can see in this sentence that, apart from the fact that the second verb is passive, **all cases and their uses are identical to a normal sentence**. This is a very important part of a passive sentence and one that is, unfortunately, *overlooked by many missionaries*, especially when the object is a pronoun. Look at the following examples and notice how all the pronouns are cased differently, since they are some type of object, even though **in English they are all treated as the subject**.

Meid saadetakse maa peale kindlal põhjusel. ***We are sent*** *to earth for a specific reason.*	**Sulle antakse** võim* valida hea ja kurja vahel. ***You are given*** *the power to choose between good and evil.*
Sinuga tehakse vestlus* enne su ristimist**.** ***You will be interviewed*** *(an interview will be done with you) before your baptism.*	**Meilt palutakse** anda üks kümnendik* meie sissetulekust. ***We are asked*** *to give one tenth of our income.*

**For an explanation on why these words are in the nominative case, see the section on the object.*

The Passive and "*by*"

In English, it is common to use the passive voice in a sentence where the subject is still identified. This is done, usually, with the word "by." For instance, "Jesus was baptized ***by*** John the Baptist." The verb is in the passive voice, and John the Baptist is identified later as the subject. You may be tempted to follow this pattern in Estonian, and you will even see it used sometimes in translated texts (such as *Jutlusta Minu Evangeeliumi*) with the word *poolt*. For example:

Jeesus **ristiti** Ristija Johannese **poolt**.
*Jesus **was baptized by** John the Baptist.*

Note! This sentence is ***incorrect***!**

This is a result of translators attempting to mirror English too strictly in their language and **is incorrect.** In Estonian, **if the subject is given in a sentence, you cannot use the passive form of the verb**. The following examples show how this should be done instead. Notice how, even though all the sentences use the passive voice in English, all Estonian sentences use the normal conjugation to the subject.

Joseph Smith taastas kiriku*.* *The Church **was restored by Joseph Smith**.*	Sind **ristib keegi**, kellel on Jumala volitus. *You **will be baptized by someone** with God's authority.*
Roomlased lõid Jeesuse risti**.** *Jesus **was crucified by the Romans**.*	**Joseph Smith tõlkis** Mormoni Raamatu. *The Book of Mormon **was translated by Joseph Smith**.*

It is important to realize that, although the *subject* can never be present in a passive sentence, prepositions *may* be used to indicate **other participants in the sentence**.

Kirik taastati **Joseph Smithi kaudu**. *The Church was restored **through Joseph Smith**.*	Mormoni Raamat tõlgiti **Jumala väega**. *The Book of Mormon was translated **by the power of God**.*

Notice the difference between these sentences and the ones in the previous table. "Joseph Smith" and "the power of God" are **not the subjects of the sentence**, since they are not the ones doing the verb. Instead the verb is being done *through* them. This may seem like a subtle difference, but using this incorrectly can be confusing for a native speaker.

The *tud*-Form as an Adjective

Although the *-tud* form is a verb, it can sometimes be used as an adjective, especially in translated Estonian. While this is technically correct, it is important that you understand that **the *tud*-form is not usually intended to be used as an adjective.** One of the reasons this is such a common misunderstanding is that the few times it can be used as an adjective (such as words like *ristitud* (baptized) and *kutsutud* (called)) are very useful for missionaries and, therefore, memorized very early.

The problem is that thinking about the *tud*-form as an "*-ed* adjective" (like *baptized* or *blessed*) leads to trying to use the "subject + verb + adjective" (I + am + blessed) construction when dealing with the passive, as is done in English. Sentences constructed like this in Estonian seem understandable to an English speaker, and their direct translation might not seem to be that confusing. The problem is that sentences like this usually imply something very different from what was intended (see the examples below).

This table contains examples of how **not** to use the passive form. On the left is the **correct** sentence with the English translation, and on the right is the **incorrect** way that a missionary might try to say the same sentence, with a translation of what the incorrect sentence actually means.

CORRECT	***INCORRECT***
Ristimisi tehakse templis surnute eest. ***Baptisms for the dead are done** in the temple.*	Surnute eest ristimised on tehtud templis. *Baptisms for the dead have been done in the temple (but aren't anymore).*
Mind saadeti Eestisse aitama teisi. ***I was sent** to Estonia to help people.*	Ma olin saadetud Eestisse aitama teisi. *I was once sent to Estonia to help people (but now I'm here for a different reason).*
Neid ristiti Luteri kirikusse. ***They were baptized** into the Lutheran church.*	Nad olid ristitud Luteri kirikusse. *They were once baptized into the Lutheran church (but aren't anymore).*

The Object

Although cases are treated almost exactly the same in a passive sentence as in an active one, one important difference is that **the total object of a passive verb goes in the nominative case.**

See maja ehitati 1974. aastal. ***This house*** *was built in 1974.*	**Mormoni Raamat** tõlgiti eesti keelde. ***The Book of Mormon*** *was translated into Estonian.*
Minu **kaaslane** saadeti Tallinnasse**.** *My* ***companion*** *was sent to Tallinn.*	Sulle anti **püha kutse** õpetada evangeeliumi. *You were given* ***a sacred calling*** *to teach the gospel.*

Aside from the **singular total object** being in nominative, the same rules regarding objects apply to passive verbs (see the chapter on *objects*).

Summary of All Passive Forms

As you may have noticed in the last two chapters, all the different forms of a passive verb in Estonian correspond to a active verb form that you are already familiar with, the only difference is that there is no subject to "do" the verb. Use this table as a reference to help you remember which passive forms correspond to which "normal" forms.

	Present Tense	**Simple Past Tense**	**Perfect Tense**	**Past Negative**
Active	Ma **loen** seda raamatut. *I* ***am reading*** *this book.*	Ma **lugesin** seda raamatut. *I* ***was reading*** *this book.*	Ma **olen (olin) lugenud** seda raamatut. *I* ***have (had) read*** *this book.*	Ma **ei lugenud** seda raamatut. *I* ***didn't read*** *this book.*
Passive	Seda raamatut **loetakse**. *This book* ***is being read****.*	Seda raamatut **loeti**. *This book* ***was being read****.*	Seda raamatut **on (oli) loetud**. *This book* ***has (had) been*** *read.*	Seda raamatut **ei loetud**. *This book* ***was not read****.*

Activities

A. Translate

On a separate piece of paper, translate the following sentences to English. Check your answers

1. She is being interviewed on Thursday.
2. That issue has been brought up before.
3. It is claimed that women are smarter than men.
4. That tire was just changed three days ago.
5. My bike was stolen last weekend.
6. His house is being remodeled.
7. The victory will be celebrated tomorrow.
8. The office has been vacuumed every night for seven years.
9. Visitors are not allowed after 9:00 PM.
10. The robber was tackled just outside the store.
11. The man was not shot by the police.
12. A beautiful dinner is being prepared.
13. This letter was written over a century ago.
14. This castle has been visited thousands of times.
15. People don't go snowboarding if it's sunny.
16. Mistakes were made.
17. Some people aren't treated fairly.
18. Have you ever been kicked by an elephant? (Have you ever been hit with an elephant leg?)

B. Scripture Activity

Read Alma 11:42–45. These verses contain many examples of the passive voice. Write down the verbs that are in the passive voice and check your answers. Then use these verses to practice teaching a native speaker or your companion about what happens during the Resurrection. Have them stop and correct you when you make a mistake with the passive voice.

C. Preach My Gospel Activity

Read the principle "*Ristimine, meie esimene leping*." Using the passive voice, create a lesson plan that you could use to teach this principle to one of your investigators today. Practice teaching your lesson plan to your companion as if he or she were that investigator. Get feedback on your use of the passive voice.

D. Language Study Plan Activities

1. One of the challenges of learning the passive voice is that it can be difficult to determine which conjugation to use and whether or not to use the -tud form. As you read materials in Estonian, such as the scriptures and *Jutlusta minu evangeelium*, pay close attention and try to differentiate between the different times each form is used.
2. Have your English and Estonian scriptures side by side. As you read in English, try to predict where the passive voice would be used in Estonian. Use your Estonian scriptures to check your answers.
3. Listen carefully for the passive voice. You will find that natives use it very frequently. Try to imitate natives' use of the passive voice to make your own speech more natural. You may want to write down verbs and phrases that are frequently used with the passive voice.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Describing Actions and Events

- The Gerund
- The Past Passive
- The Present Passive
- Using the Passive Correctly

Activities

A. Error Correction

There are six errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Kiriku põhiüksus on perekond. Armastada inimkonda ja olles loonud Aadama, andis Jumal esimese asjana Aadamale Eeva. Abielu loodakse kõige alguses inimeste kaitseks ja õnneks. Abielul on keskne koht Jumala igaveses plaanis oma laste päästmiseks. Viis, kuidas surelik elu luua, on jumalikult määratud ning seda kaitstaks abieluga. Abielu saab olla igavene üksnes siis, kui volitatud preesterluse hoidjad viivad läbi pitseerimistalituse pühades templites ning kui kokku pitseeritud abikaasad peavad kinni sõlmitud lepingutest. Olema abiellunud, peavad abikaasad teineteist armastama ja toetama ka siis kui on rasked ajad. Perekonnaelu õnn saavutavad kõige tõenäolisemalt siis, kui see põhineb Jeesuse Kristuse õpetustel ja kui vanemad peavad oma perekonda esmatähtsaks.

The fundamental unit of the Church is the family. Because of His love for mankind, and having created Adam, the first thing God did was give Eve to Adam. Marriage was created, first of all, for people's protection and happiness. Marriage has a central place in God's eternal plan for the salvation of His children. The means by which mortal life is created is divinely appointed and it is protected with marriage. Marriage can be eternal only when authorized priesthood holders perform the sealing ordinance in holy temples and when the sealed spouses keep their formed covenants. Once married, spouses must love and support one another even when times are hard. Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ and when parents consider their family to be most important.

B. Error Correction

There are eight errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

Usk on väe põhimõte, mis pole tähtis ainult selles elus, vaid ka eesriidest teisel pool. Kristuse armus päästab meid kord usu kaudu Tema nimesse. Inimese usu tulevik ei sõltu juhusest, vaid valikust. Olla valitud uskuda, peame tegema kõik endast sõltuva, et meie usk kasvaks. Paljusid inimesi on imelisel kombel juhatanud tänu sellele, et nad on üritanud elada õigemeelselt. Meile on anda nii palju erinevaid viise oma usu kasvatamiseks: palve, kuulekus, ausus, puhtus mõtetes ja tegudes, ning omakasupüüdmatus. Kõige selle kõrval antakse meile ka kõige suurem kink: Püha Vaimu and ja Jumala armastus. Valimas uskumise, aidati meil enda leitud usust ka kinni hoida.

Faith is a principle of power, important not only in this life but also in our progression beyond the veil. By the grace of Christ, we will one day be saved through faith on His name. The future of your faith is not by chance, but by choice. Having chosen to believe, we must do our part for our faith to grow. Many people have been miraculously guided thanks to the fact that they have tried to live righteously. We have been given so many different ways to enhance our faith: prayer, obedience, honesty, purity of thought and deed, and unselfishness. In addition to all of this we were also given the greatest gift of all: the Holy Ghost and the love of God. As we choose to believe, we will also be helped to keep the faith we have found.

C. Translation

On a separate sheet of paper, translate these sentences to Estonian.

1. I was taught to believe in God and the Lord Jesus Christ.
2. When you are baptized, you will be forgiven of your sins.
3. Through doing good for others, we can also feel good about ourselves.
4. Baptisms for the dead are done in the temple.
5. Jesus was baptized by John the Baptist.
6. Many people talk to the missionaries searching for answers.
7. Sometimes we have to walk by faith.
8. Having created the earth, Elohim and Jehovah rested on the seventh day.

D. Companion Activity

Have your companion play the role of a new investigator. Using the passive, practice telling him or her how you have been blessed by following the gospel. Then promise him or her blessings for following the commandments. Get feedback on your use of the passive.

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

Purpose

This function will help you talk about judgment, doubt, emotion, possibility, and influence; for example, what you can possibly do, or what your investigators are able to do. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- You haven't been reading your scriptures, **have you**? (*Eks and Ega*)
- That talk in general conference made him **very sad**. (*The ks-Case*)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- Agency and the Fall (How did we change after the Fall?)
- Resurrection, Judgement, and Immortality (What happens to us after we die?)
- Through Christ we can be cleansed from sin. (Can I be made clean from past mistakes?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- Help People Resolve Their Concerns (What questions do you have?)
- Perform Priesthood Ordinances (How could our investigator benefit from a blessing?)
- Plan Daily and Weekly Activities (We don't have any lessons on Thursday, do we?)

Eks and *Ega*

Examples

Ei ole antud ühtegi teist teed **ega** nime . . .	There is none other way **nor** name given . . .
Sa ikka tuled täna kirikusse, **eks**?	You are still coming to church today, **right**?

Explanation

Eks and *ega* are two very unique question words. In ancient Estonian, they were used like regular question words, but today they are used differently. They are a very important part of spoken Estonian, and using them correctly is an important part of "talking like an Estonian." Be aware that the uses of *eks* and *ega* in this chapter are used almost exclusively in spoken Estonian. Sometimes you will see them in places like the Bible, but their usage there is slightly different.

Ega sa oma päevikut maha ei unustanud?
*You didn't forget your planner, **did you**?*

Sa panid selle laua kööki, **eks**?
*You put that table in the kitchen, **right**?*

Since these words are such a colloquial part of Estonian, trying to learn how to use them from a book can be very difficult. The best way to learn how to use them is to listen for how Estonians use them and mimic what you hear.

It is important to know that the most common uses of these words (to form question words) are fairly informal. While you should know how to use them and know what they mean when you hear, try to avoid using them in formal situations like giving a talk or teaching a lesson to a new investigator.

Form

Eks

Eks is used to turn a **positive statement into a question**. It is always put at the end of the sentence. Sometimes, it can be paired with the negated verb *olema (eks ole)*. This does not change the meaning, but it is more informal.

See on meil kodus, **eks**? *We have that at home, **right**?*	Mina kõnelen täna kirikus, **eks**? *I am speaking in church today, **right**?*

Ega

In written and formal Estonian, the most common use of *ega* is **as a conjunction**. It is used in place of *ja* (and) and sometimes in place of *või* (or) when **the thing being linked is negative**. If used with a verb, it negates the next verb without needing *ei*. This use is relatively uncommon in spoken Estonian, but there are some cases where *ega* must be used in order to avoid a complicated and confusing sentence.

Me ei joo alkoholi **ega** suitseta. *We don't drink alcohol **or** smoke.*	Ta ei ole lugenud Mormoni Raamatut **ega** palvetanud. *He hasn't read the Book of Mormon **or** prayed.*
See ei ole kass **ega** koer. *That is not a cat **or** a dog.*	Misjonärid ei tohiks olla laisad **ega** isekad. *Missionaries shouldn't be lazy **or** selfish.*

Ega is used in **spoken Estonian** is several different ways. Most commonly, it is used to **turn a negative statement into a question**. This is usually done by placing it at the beginning of a negative sentence, like a question word, and then place the negated verb at the end.

Ega sa seda ära **ei visanud**? *You didn't **throw** that **away**, **did you**?*	**Ega** me koju **ei pea minema**? *We don't **have to go home**, **do we**?*

Ega can also be added to the end of a negative statement to turn it into a question, like the word *eks*. This usage is less common, and sometimes will sound strange to a native.

Sa ei söönud seda kooki ära, **ega**? *You didn't eat that whole cake, **did you**?*	Meil ei ole täna õhtul õppetunde, **ega**? *We don't have any lessons tonight, **do we**?*

Sometimes, *ega* can be used to simply emphasize a negative sentence without turning it into a question. This usage is quite informal, but still relatively common in day-to-day speech.

Ega ta loll ei ole. *It's not like she's stupid.*	**Ega** mul nii palju raha ei ole. *I (obviously) don't have that much money.*

Go the Extra Mile

Eks and *Ega* in the Bible

In older written Estonian, *eks* is used as a question word that negates the verb of the sentence. It is used only in positive sentences.

> **Eks** ma **ole** Raaheli pärast sind teeninud? (Gen 29:25)
> *Did not I serve with thee for Rachel?*

Ega in older Estonian is used mostly as a negative conjunction, as discussed above. Sometimes it will be used as a question word, like *eks,* but this in uncommon.

> . . . ära kutsu oma sõpru **ega** oma vendi **ega** oma sugulasi **ega** rikkaid naabreid . . .
> (Lk 14:12)
> *. . . call not thy friends, **nor** thy brethren, **neither** thy kinsmen, **nor** thy rich neighbors . . .*

On ju?

In spoken Estonian, sometimes *eks* will sometimes be replaced at the end of a sentence with the phrase *on ju* (isn't it). You will likely hear this said quite often, especially among younger speakers (think of it as similar to "like" in English). It is extremely informal and you should avoid using it in normal conversation.

Activities

A. Sentence Modification

Turn the following sentences into questions using *eks* or *ega*. Then translate the sentence into English. Check your answers.

1. Sa tuled homme kirikusse.
2. Sul ei ole külm.
3. Nad ei öelnud talle ära.
4. Sinna sõidab autoga viis tundi.
5. Sinu vanemad läksid nädalavahetuseks maale.
6. Sa ei söönud seda kõike ära.

B. Scripture Activity

Read a chapter in the Bible. Note all uses of *eks* and *ega* that you find. Notice the different ways in which they are used. Try explaining their uses to your companion or a native speaker.

C. Ask a Native

Write down a list of 10 questions using *eks* and 10 questions using *ega.* Ask a native to listen to you read your questions and have him or her help you make any corrections.

D. Language Study Plan Activities

1. Set a goal this week to listen for eks and ega in everyday speech. Try to write down at least three sentences each day where a native speaker used eks or ega, and try to incorporate their use into your speaking.
2. Prepare a list of your own sentences using eks and ega that you would like to use in everyday speaking and give it to a native speaker. Ask them to correct any errors and then talk about the errors together.

The *ks*-Case

Examples

Selleks, et saada ristitud, pead sa tegema intervjuu.	**In order to** get baptized, you will have to have an interview.
See lugu võib olla sulle **abiks** sellel raskel ajal.	This story might be **of help** to you during this difficult time.
Kaaslasega õppimise ajal valmistute **õppetundideks**.	During companionship study you will prepare **for lessons**.

Explanation

The *ks*-case is one of the more ambiguous cases in Estonian. In a literal sense, it indicates what someone or something is turning into. (In Estonian it is literally called the "becoming case"—*saav.*) However, it is also used for many other things, and translating it can be extremely difficult.

Ta poeg tahab kunagi **inseneriks** saada.
*Her son wants to become **an engineer** someday.*

See raha on kiriku hoonete **ehitamiseks** mõeldud.
*That money is intended **for the building** of church buildings.*

Jumal annab meile katsumusi **selleks**, et me õpiksime ja kasvaksime.
*God gives us trials **in order for** us to learn and grow.*

Me oleme siin ainult **paariks päevaks**.
*We are only here **for a couple days**.*

Note: You will notice that many translations of the *ks*-case use the English word "for." While this is true in some contexts, **do not assume that you can use the *ks*-case any time you want to say "for."** The best way to learn what this case means is to actively listen and read in order to become familiar with the situations in which native speakers use it.

Form

The *ks*-case is formed just like other cases, and follows all the same rules, with one exception. An adjective in the **-ks** case is usually in the singular case, even if the subject of the sentence is in the plural.

Moroni kasvas **suureks** ja **tugevaks**.
*Moroni grew up to be **big** and **strong**.*

Väikesed lapsed kasvasid **suureks**.
*Little children grew **up** (big).*

For more information on the different uses of the *ks*-case, see the "Case Usage Appendix."

Activities

A. Fill in the Blank

On a separate sheet of paper, write the noun in the **-ks** case. Check your answers.

1. Patt teeb meid _____(õnnetu).
2. Jumal andis meile pühakirjad _____(õppimine).
3. Kirik kasutab kümnist kirikute _____ (ehitamine).
4. Päästmisplaan võimaldab meil saada _____ (puhas).
5. Ma tahtsin _____ (suur) saades alati ____ (misjonär) saada.
6. Rikkused muutsid nefilased _____(paheline).
7. Evangeeliumi järgmine teeb meid ____ (õnnelik).
8. Ma tahan end ____ (ristimine) ette valmistada.

B. Translation

On a separate sheet of paper, translate these sentences into English. Check your answers.

1. Ole julge ja armastav kui sa aitad inimestel mõista, mida nad peavad meeleparanduseks tegema.
2. Pühakirjade lugemine teeb meie usu kindlaks.
3. Püha Vaimu anni saamine on selles elus suureks õnnistuseks ja ühtlasi ka meie päästmise võtmeks.
4. Oma pattude tõttu ei saa me naasta elama koos Taevase Isaga ilma esmalt pattudest puhtaks saamata.
5. Tee aktiivselt ettevalmistusi templisse minekuks.
6. Esimene käsk, mille Jumal Aadamale ja Eevale andis, puudutas nende võimet saada lapsevanemateks.
7. Ma tahan alati olla valmis õnnistusteks, mis Jumal mulle anda võib.
8. Jumala käskude järgmine teeb mind meeletult õnnelikuks.

C. Translation

On a separate sheet of paper, translate these sentences into Estonian. Check your answers.

1. When you become old enough, would you want to go on a mission?
2. Obeying the laws makes us happy.
3. I am only here for a day—I am on exchange.
4. The Book of Mormon is intended to be read.
5. Jesus wants us to become humble.
6. The Atonement helps us to become similar to God.
7. Jesus knew from the beginning that upon coming to earth, he'll become the Savior of the world.
8. I hope that I will become a parent, too, someday.

D. Writing Prompt

Practice using the -ks case by writing about the following prompts.

- Explain the purposes of the Atonement and what it helps us become.
- More than anything else, the gospel helps us become better. Take a minute and write about how the gospel changes us.
- Part of missionary work is helping others live commandments. Explain why God gives us commandments.

E. Scripture Activity

Read 3 Nephi 27:27. What does it mean when Christ says to be "even as I am"? Using the -ks case, discuss with your companion in what ways we need to become like Christ. Use the "Pühakirjade uurimine" box on page 123 of *Jutlusta Minu Evangeeliumi* and add scriptures of your own.

F. *Preach My Gospel* Activity

Read "*Soovitusi selle peatüki õppimiseks*" at the beginning of chapter 6 of *Jutlusta Minu Evangeeliumi*. How is the -ks case used? How can you use the -ks case to help investigators and missionaries understand the importance of Christlike virtues?

G. Language Study Plan Activities

1. Create sentences and look for opportunities to practice and apply the *-ks* case today. Invite members and investigators to correct you and suggest ways to improve to be more readily understood.
2. Pay special attention today to how natives use the -ks case in different contexts. Would you have used it the same way? Practice repeating some of the sentences you hear from natives using the *-ks* case and strive to incorporate it into you own speech.

Review: Judgment, Doubt, Emotion, Possibility, and Influence

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Judgment, Doubt, Emotion, Possibility, and Influence

- *Eks* and *Ega*
- The *ks*-Case

Activities

A. Error Correction

There are two errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

> Meie valgusotsingud muutuvad edukamani, kui soovime märgata, millal valgus meie elus särama lööb. Tänapäeva pühakirjad defineerivad valguse ja annavad lubaduse neile, kes selle vastu võtavad: „See, mis on Jumalast, on valgus; ja see, kes saab valgust ja jätkab Jumalas, saab rohkem valgust ning see valgus kasvab üha eredamas ja eredamaks, kuni saabub täiuslik päev."
>
> *Our quest for light will be enhanced by our willingness to recognize when it shines in our lives. Modern scripture defines light and gives a promise to those who accept it: "That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day."*

B. Error Correction

There are seven errors in the paragraph below. On a separate sheet of paper, rewrite the paragraph, correcting all of the errors in it. Check your answers.

> Jeesus, jutustades tähendamissõna külvajast, selgitas: „Kui keegi kuningriigi sõna kuuleb aga saa aru, siis tuleb tige ja kisub ära selle, mis oli külvatud ta südamesse." Meidki võib Saatan tõdedest kaugele meelitada ja meid õnnest paljas varastada, kui me ei sea enda eesmärgina Jeesuse jüngrini olemist ja nii evangeeliumi kuulmist kui ka mõistmist. Miks me elu olegi lõpmatu parema poole püüdlemine? Me kõik soovime saada täiuslik, aga ilma Jumala sõnata seda ei saa juhtuda.
>
> *Jesus, while teaching the parable of the sower, explained: "When any one heareth the word of the kingdom, and understandeth it not, then cometh the wicked one, and catcheth away that which was sown in his heart. This is he which received seed by the way side." Satan can also entice us away from truths and rob us of happiness if we do not set being a disciple of Christ as our goal as well as both hearing and understanding the gospel. Isn't our very life an endless striving toward being better? We all want to be perfect, but that can not happen without the word of God.*

C. Translation

On a separate sheet of paper, translate these sentences to Estonian. Check your answers.

1. Sin makes us unhappy.
2. I want to prepare myself for my baptism.
3. The Atonement gives us the opportunity to become clean.
4. You're not sad, are you?

D. Companion Activity

Use the ks-case to tell your companion about a specific time in your life that made you feel strong feelings about your family or the gospel.

Verb Ending Appendix

Verb Endings

Explanation

Cases are not the only way to modify a word in Estonian. There are many endings that can be placed on almost any word to change its meaning. The most common noun endings are discussed in other chapters ("Adjectives," "Adverbs," etc.). This appendix will give a brief overview of the most common endings used to modify verbs.

This appendix is provided as a reference, and you should not try to memorize all of these endings.

Standard Endings

To Form Adjectives and Adverbs

- ***-v*** - Replaces the *-ma* from the ***ma*-infinitive** of any verb to turn it into an **adjective**. It describes someone or something that **does** or **is doing** the verb. If the verb has a consonant immediately before the *-ma,* an "e" is added before the "v" to make it pronounceable. In all other cases (genitive, partitive, etc.), this *e* disappears (*seisev, seisva, seisvat,* etc.)

Lugema ⟶ **Lugev** poiss *To read ⟶ A **reading** boy, a boy **who reads***	Ise seisma ⟶ **Iseseisev** õppimine *To stand alone ⟶ **Independent** (personal) study*

- ***-tav (-dav)*** - Replaces the *-tud* from the ***tud*-form** of a verb to turn it into an **adjective**. It indicates something **to which the verb can be done** or **is being done**. If the *tud*-form uses *-dud* instead of *-tud,* then the ending is *-dav*.

Aru saama ⟶ **Arusaadav** tund *To understand ⟶ An **understandable** lesson*	Kaasas kandma ⟶ **Kaasaskantav** mäng *To take with ⟶ A **portable** game*

- ***-tu*** - This ending can have two meanings, depending on how it is formed. The more common meaning is formed by adding it to the **end** of the ***ma*-infinitive** of a verb to turn it into an **adjective.** Depending on context, it can indicate either someone who **does not do** the verb (the top two examples in the next table), or something to which **the verb cannot be done** (the bottom two examples). The second meaning of this ending is discussed in the "Less Common Forms" section.

Kannatama ⟶ **Kannatamatu** laps *To wait, be patient ⟶ **Impatient** child*	Vankuma ⟶ **Vankumatu** usk *To waver ⟶ **Unwavering** faith*
Lahendama ⟶ **Lahendamatu** probleem *To solve ⟶ **Unsolvable** problem*	Võima ⟶ **Võimatu** ülesanne *To be able to ⟶ **Impossible** assignment*

- ***-ta*** - Added to the **end** of the ***ma*-infinitive** to turn it into an **adjective** or **adverb**. It describes something to which **the verb has not been done**. It is different from the *-tu* ending in that it does not mean that the verb *cannot* be done, but rather that it simply *hasn't*.

Ristima ⟶ Keegi ei saa **ristimata** Jumala kuningriiki minna. (adverb)
*To baptize ⟶ No person can enter the kingdom of God **without being baptized.***

Pesema ⟶ Ma ei saa kirikusse minna, sest mul on juuksed **pesemata**. (adjective)
*To wash ⟶ I can't go to church, since my hair **isn't washed** (hasn't been washed).*

To Form Nouns

- ***-us*** - Replaces the *-ma* (and usually the preceding vowel) from the ***ma*-infinitive** of many verbs. It has multiple meanings, but the most common is to indicate the **actual act of doing the verb** (first two examples). It can also mean the **result** (third example) of the verb or an **instance of the verb being done** (last example).

Vastama ⟶ Sinu **vastus** *To answer ⟶ Your **answer***	Armastama ⟶ Jumala **armastus** *To love ⟶ **The love** of God*
Joonistama ⟶ Lapse **joonistus** *To draw ⟶ A child's **drawing***	Võistlema ⟶ Julm **võistlus** *To compete, fight ⟶ A brutal **competition***

- ***-ja*** - Replaces the *-ma* from the ***ma*-infinitive** of any verb. It indicates someone who **does** the verb.

Ristima ⟶ **Ristija** Johannes *To baptize ⟶ John the **Baptist** (**Baptizer**)*	Õpetama ⟶ Kiriku**õpetaja** *To teach ⟶ Church **teacher** (Priest)*

- ***-mine*** - Replaces the *-ma* from the ***ma*-infinitive** of most verbs. It indicates the **act of doing** the verb.

Lugema ⟶ Pühakirjade **lugemine** *To read ⟶ Scripture **reading***	Rääkima ⟶ Valjult **rääkimine** *To talk ⟶ Loud **speaking***

- ***-k*** - Replaces the *-ma* from the ***ma*-infinitive** of some verbs. It indicates a **single instance of doing** the verb. Verbs can use either the *-mine* or *-k* endings, depending on context.

Minema ⟶ Kirikusse **minek** *To go ⟶ **Going** (the trip) to church*	Tulema ⟶ Kristuse tagasi**tulek** *To come ⟶ The **return** of Christ*

- ***-u*** - Replaces the *-ma* and the preceding vowel from the ***ma*-infinitive.** Most of the time it is used with shorter verbs, and is a general noun form of the verb (first two examples). When used with verbs ending in *-lema,* the ending changes to *-elu* and it means **an instance of doing the verb** (last two examples).

Elama ⟶ **Elu** põhjus *To live ⟶ The purpose of **life***	Tänama ⟶ Südamlik **tänu** *To thank ⟶ Heartfelt **thanks***
Arutlema ⟶ Pikk **arutelu** *To discuss ⟶ A long **discussion***	Loetlema ⟶ Asjade **loetelu** *To list, count ⟶ A **list** of things*

There are other endings that can form nouns from verbs. They are less common, and their meanings can vary greatly. As long as you are familiar with the practice of forming nouns from verbs, you will be able to discern their meaning through context and recognizing the stem verb. Some other endings not discussed here are: ***-e***, ***-ng***, ***-m***, and ***-is***

Modifications Before the *-ma*

Transitive and Reflexive Verbs

Transitive Elements: *-ta-, -da-, -sta-, -nda-, -lda-, -rda-, -t-*

Reflexive Elements: *-u-, -bu-, -bi-*

There verbs are discussed more fully in their own chapter ("Transitive and Reflexive Verbs").

-ne and *-nda* Verbs

The element *-ne-* is an **intransitive** indicator that shows a "transitive" verb. These verbs usually indicate:

- The state of the subject (not changing)

Kogu meie usk **põhineb** Pühakirjadel. *Our entire faith **is based** on the scriptures.*	Ta **võlgneb** mulle sada eurot! *He **owes** me a hundred euros!*
Me võime mõneks ajaks **tugineda** kellegi teise usule. *We can **rely** on the faith of someone else for some time.*	Ma **häbenen** seda, mida ma tegin. *I **am ashamed** of what I did.*

- A change in the subjects state

Meie vihatunded **kahanevad**, kui me käime Kirikus. *Our feelings of anger will **diminish** as we attend church.*	See hunnik aina **suureneb**! *That pile is only **getting bigger**!*
Me kõik **vananeme** samal kiirusel. *We all **age** at the same speed.*	Me peame **paljunema** ja täitma maa. *We have to **multiply** and replenish the earth.*

The *-nda* element indicates a change in the state of the **object**. It has a similar meaning to the *-ne* element, except that it is **transitive**. Some of these verbs have slightly different meanings that their *-ne* equivalent would.

Me peaksime oma kutseid **suurendama**. *We should **magnify** our callings.*	Minu sõber on **lapsendatud**. *My friend is **adopted**.*
Pühakirju saab palju erinevatel viisidel **tõlgendada**. *The scriptures can be **interpreted** in many different ways.*	Ta **väljendas** oma muret, et . . . *He **expressed** his concern, that . . .*

-le- Verbs

The *-le-* element, while important, is less common than the other elements discussed in this section. It indicates a repetitive or repeating action. This ending is often added onto another verb. However, the base verb may change forms before the ending is added, so it can be difficult to recognize the stem from time to time. Sometimes, the *-le-* verb is unique and does not have a normal counterpart.

There are multiple elements that contain the *-le-* portion (*-le-, -dle-, -tle-, -skle-*) that all have a slightly different meaning, but the *-le-* portion that indicates repetition is the important part.

Normal Verb	***-le-* Verb**
küsima (to ask)	*küsitlema* (to interview)
võitma (to win, beat)	*võistlema* (to compete, fight)
eksima (to be wrong)	*ekslema* (to be lost)
tegema (to do)	*teesklema* (to pretend)
--	*vintsklema* (to writhe)

Less Common Forms

Other Endings

- ***-nu*** - This ending comes from the ***nud*-form** of the verb. It is formed by simply removing the *-d*. It indicates **someone who *has done* the verb**. It is used mainly in older, written Estonian. When used in the plural, it is identical to the *-nud* ending, and can therefore be confusing if you are unaware of its existence.

Saama ⟶ Haiget **saanu** *To receive ⟶ **One who has gotten** hurt*	Tulema ⟶ Kirikusse **tulnud** *To come ⟶ **People who have come** to church*

- ***-tu*** - This is the less common version of this ending (the more common version is discussed earliest in the chapter). When formed from the ***tud*-form** of a verb, like the *-nu* ending, it indicates **someone to whom the verb *has been done***. It is similar to the *-nu* ending, except that it comes from the *passive* form of the verb.

Haavama ⟶ Lahingus **haavatu** *To wound ⟶ **Someone wounded** in battle*	Ütlema ⟶ Sinu **öeldu** *To say ⟶ **What** you **have said***

- ***-vat*** - This ending is very uncommon, but is sometimes used to mean that the speaker is not sure if the verb happened or not.

See raamat **olevat** väga pikk. *That book **is supposed to be** very long.*	Mormoonid **olevat** väga imelikud inimesed. ***I've heard that Mormons are** really weird people.*

Another use, which is also relatively uncommon in modern Estonian, is with words like *nägema* (to see) to show **what the object is doing**. You are most likely to see this usage in the Bible. Normally, it is better to use the more modern *-mas* ending with these words (see the section on casing the ma-infinitive). Also note that this ending looks identical to the partitive case of the *v*-ending. You will need to use context to tell which meaning is being used.

Ta nägi meest toolis **istuvat**. *He saw a man **sitting** in a chair.*	Ma kuulsin neid omavahel **rääkivat**. *I heard them **talking** amongst themselves.*

Passive Stems

Sometimes, the passive form of the verb can assume the *ma*-infinitive by replacing the *-tud* with *-tama,* or the *-dud* with *-dama.* (*tegema ⟶ tehtud ⟶ tehtama, panema ⟶ pandud ⟶ pandama*). The only place you will encounter this usage in this way is in the Bible, as it is no longer used in modern Estonian.

Tegema ⟶ . . . ja kõik, mis seal pidi **tehtama**, tegi tema (1 Ms 39:22)
*To do ⟶ . . . Whatever **was done** there, he was the doer of it.*

Võtma ⟶ . . . miks peaks **võetama** su voodi su alt? (Õp 22:27)
*To take ⟶ why should your bed **be taken** from under you?*

Even though the passive *ma*-form is no longer used in modern Estonian, some particular words still use the passive stem **along with a verb ending**, most commonly *-tu*. This form has a similar meaning as the *-tu* ending on a normal verb, but specifies that the verb **cannot be done by anyone.**

Vastu võtma ⟶ See on täiesti **vastuvõetamatu**!
To accept ⟶ That is completely unacceptable!

Vastu panema ⟶ Tal on **vastupandamatu** naeratus.
*To resist ⟶ He has an **irresistible** smile.*

Casing the *ma*-infinive

There are rare instances in Estonian where a case can be added to a verb in the *ma*-infinitive. The *ta*-case was shown earlier in this chapter in this way. However, several other cases can be added to *ma*-verbs.

- The *s*- and *-st* cases can be added to the *ma*-infinitive when called for by certain verbs. The *s*-case is used quite often with *käima* (to attend, to go) and sensory verbs like *nägema* (to see) and *kuulma* (to hear). The *st*-case is much less common, and is used with verbs like *takistama* (to prevent, impede) and, rarely, *tulema* (to come).

Misjonärid ei tohi **ujumas käia.** *Missionaries aren't allowed **to go swimming**.*	Ta nägi meid kirikusse **minemas**. *She saw us **going** to church.*
. . . läksin Issandaga **rääkimast** tagasi . . . (1. Nefi 3:1) *. . . returned **from speaking** with the Lord . . .*	Saatan tahab takistab meid **palvetamast**. *Satan wants to prevent us **from praying**.*

Note: Do not try to use the *-mas* form to form continuous verbs (I am reading, etc.) in Estonian.

- The *ks*-case on an *ma*-verb is much less common. It means the same thing as *selleks, et (verb) . . .*

Jumal teeb seda **veenmaks** oma lapsi . . . *God does that **in order to convince** His children . . .*	**Leidmaks** põhjust tulema kirikusse, pead sa . . . ***In order to find** a reason to come to church, you must . . .*

Case Usage Appendix

Case Usage

Explanation

Each case in Estonian has its own chapter in this book where the most common uses are discussed. However, as you know, cases have many meanings in Estonian. This appendix gives a more comprehensive list of how each case can be used.

Realize that you will still likely encounter uses for cases that are not given here. Become familiar with the most common uses for cases, but always be prepared to understand what they mean through context and consulting a native.

Genitive Case

as the **total object** in the singular (See the chapter on the object)	Ma leidsin endale **parkimiskoha**! *I found myself a **parking space**!*
to show **possession**	Need on **minu** vennad. *Those are **my** brothers.*
	See raamat on **tema** oma. *That book is **hers.***
with **pre- and postpositions**	Jumal suhtleb meiega tihtipeale **pühakirjade kaudu**. *God often communicates with us **through the scriptures**.*
	Inimesi siin on kindlasti **üle tuhande.** *There are definitely **over a thousand** people here.*
to show the actor of some ***da*-infinitive** and ***tud*-form** verbs (Only used in specific cases. Ask a native.)	Sõnumi vastuvõtmine ja selle järgi tegutsemine jääb **teie otsustada**. *It is **your choice** to accept and act on the message.*
	See ei ole **meie teha**. *That is not our responsibility (that is not **ours to do**).*
	Õdede tehtud supp oli maitsev. *The soup **the sisters made** was tasty.*
when **comparing things**	Keegi ei ole vend **Stahlhuti** pikkune. *Nobody is as tall **as Brother Stahlhut**.*
in **compound words**	**Koguduse**juhataja kannab täna **sambla**rohelist lipsu. ***The branch president** is wearing a **moss-green** tie today.*
as **part of numbers** in other cases:	**Kahesaja viiekümne** kahel inimesel mu koguduses on hea töökoht. ***Two hundred fifty-two** people in my ward have a good job.*

Partitive Case

as the **partial object** in the singular and plural (See the chapter on "The Object")	Ma ei näe **mingit põhjust**, miks sa ei peaks seda tegema. *I don't see **any reason** why you shouldn't do it.*
	Jumal armastab **kõiki** oma **lapsi**. *God loves **all** of His **children**.*
to show an **undefined amount** of something	Seal põrandal on **prahti**. *There's **some trash** on the floor over there.*
with **quantifiers** and **numbers** (See the Chapter on quantifiers)	Jumal õnnistab sind kui sul on kasvõi **natuke usku**. *God will bless you even if you have only **a little** faith.*
	Meie koguduses on tegelikult **palju lapsi**! *There are actually **a lot of kids** in our branch!*
with the word **täis**	See pudel on **täis vett**. *This bottle is **full of water**.*

s-Cases

Uses of the -sse Case

with the word *uskuma* (to believe)	Jumal tahab, et me usuksime **temasse**. *God wants us to believe **in Him**.*
to show **where to**	Me lähme homme **Tartusse**. *We are going **to Tartu** tomorrow.*
	Ma vaatasin tema **silmadesse**. *I looked **into** his **eyes**.*

Uses of the -s Case

to indicate **surety** in something	Ma olen kindel **selles**. *I am sure **of this**.*
	Meie sõber kahtleb enda **tunnistuses**. *Our friend is doubting her **testimony**.*
to show **where**	Me olime **kirikus**, aga nüüd oleme **linnas**. *We were **at church**, but now we are **in the city**.*
	Mormoni Raamatus on palju lugusid prohvetitest. *There are many stories **in the Book of Mormon** about prophets.*
	Ma kahtlustan, et **selles pudelis** on alkohol. *I suspect that there's alcohol **in that bottle**.*

Uses of the -st case

from a place, time, state, or material	Kirik on kella **kümnest** üheni. *Church is **from 10 o'clock** until 1.*
	Ma lugesin **ühest raamatust**, et mormoonid ei usu Jeesusesse! *I read **in a book** that Mormons don't believe in Jesus!*
the original form of something that is **becoming** something else	**Sinust** saab hea misjonär. ***You** will become a good missionary.*
a group that something that is part of	Nefi on üks Lehhi **poegadest**. *Nephi was one **of** Lehi's **sons**.*
when using **two nouns** to refer to the same thing	Meie **misjonäridest sõbrad** tulevad täna õhtul siia. *Our **missionary friends** are coming here tonight.*
	Minu **piiskopist isa** aitas mul alati hakkama saada. *My **bishop's father** always helped me handle things.*
for **comparisons**	Minu vend on **minust** vanem. *My brother is older **than me**.*
something you are **lacking** or are no longer connected with	Me jääme **õnnistustest** ilma kui me ei ole kuulekad. *We miss out on blessings when we are not obedient.*
to show what something is **made of**	Kirik Pärnus leiab aset ühes **puust** majas. *Church in Pärnu takes place in a **wooden** building.*
the **reason** for a state of being	Alma oli **hirmust** keeletu. *Alma was speechless **out of fear**.*
to show what the verb is **about**	Me rääkisime temaga **ristimisest**. *We talked to him **about baptism**.*
required by the **verb** you use	Meie elu pärast surma sõltub meie **valikutest**. *Our life after death depends **on our choices**.*

l-Cases

Uses of the -le case

to indicate the **direction** of the verb	Jumal annab **meile** käske, sest ta armastab meid.* *God gives **us** commandments because He loves us.*
	Nad rääkisid **meile** väga pikalt enda probleemidest. *They talked **to us** for a long time about their problems.*
to show **where to**	Me pere kolis 3 aastat tagasi **Piiritale**. *My family moved **to Piirita** three years ago.*
in conjunction with postpositions (See chapter on prepositions and postpositions)	Minu pere tuli **mulle** lennujaama vastu. *My family came to greet **me** at the airport.*
required by a **verb**	Jeesus kutsus meid **Talle** järgnema. *Jesus commanded us to follow **Him**.*
with the verb ***meeldima* (to like)**	**Mulle** ei meeldi küpsised! *I don't like cookies!*
	Kas ma meeldin **sulle**? *Do you like me?*
with certain other words	Me saame õnnistusi **vastavalt** meie **usule**. *We receive blessings **according to** our **faith**.*
	Neil on veel kohustusi **lisaks** ristimiseks **valmistumisele**. *They have other responsibilities **in addition to preparing for** baptism.*

**The verb andma (to give) can be confusing for many missionaries. In English, we don't usually use a preposition to show to whom the thing is being given (I gave you the book) and just rely on word order. In Estonian you must use the le-case to show to whom something is being given (ma andsin sulle selle raamatu).*

Uses of the *-l* case

to show **possession**	**Mul on** tunnistus evangeeliumist. ***I have*** *a testimony of the gospel.*
when talking about time (See chapters on the i-cases and time)	Ma lähen **järgmisel teisipäeval** Pärnusse. *I am going to Pärnu* ***next week****.*
to show **location**	Minu pere veetis palju aega **järvel** kui ma laps olin. *My family spent a lot of time* ***on the lake*** *when I was a child.*
in conjunction with **postpositions** (See chapter on prepositions and postpositions)	Ma istun **sul vastas** laua ääres. *I am sitting* ***across from you*** *at the table.*
in place of **posessive pronouns** in some cases	**Mul on** särk pahempidi seljas. ***My*** *shirt* ***is*** *on inside out.*

Uses of the *-lt* case

to indicate **posession** (*from* a person)	Ta võttis **mult** selle raamatu ära. *He took the book away* ***from me****.*
	Nad ootasid **temalt** vastust. *They were expecting an answer* ***from him****.*
to show **where from**	Me jõudsime **Lasnamäelt** koju kell 21:30. *We got home* ***from Lasnamäe*** *at 9:30.*

ks-Case

to show what someone or something is **becoming**	Ta on kasvanud **suureks meheks**. *He has grown into* ***a great man****.*
to show what something is **intended** for or its **purpose**	Ära kasuta seda vett **joomiseks**! *Don't use that water* ***for drinking!***
	Me tulime maa peale **kogemuste saamiseks**. *We came to earth* ***to get experiences.***
to show **how long** someone will be somewhere (See the chapter on time)	Mu vanemad tulevad mulle **viieks päevaks** külla. *My parents are coming to visit* ***for five days****.*
to show by what time (See the chapter on time)	Kas me saame **reedeks** uue kasti Mormoni Raamatuid? *Will we receive the new box of copies of the Book of Mormon* ***by Friday****?*
to show **what role** the subject is acting in	Sa oled olnud mulle **suureks abiks**. *You have been* ***a great help*** *to me.*

ni-Case

to show **where or when something will terminate**	Me lähme ainult **selle künkani**, siis saad puhata. *We're only going* ***as far as that hill****, then you can rest.*
	Meil on **kella viieni** koosolekud. *We have meetings* ***until five o'clock****.*

na-Case

to show what **role** the subject is or was **acting** in	Ma käin haiglas tööl **arstina**. *I work in the hospital **as a doctor**.*
	Ta sai **väikese lapsena** ristitud. *He was baptized **as a small child**.*
with **adjectives formed from the *tud*- or *nud*-form**	Vaimust **juhituna** võiksid sa jagada selliseid mõtteid . . . ***As directed** by the Spirit, you might share thoughts such as . . .*
	Püha Vaimu anni **saanuna** on sul õigus Tema juhtimisele. ***As one who has received** the gift of the Holy Ghost, you have the right to His guidance.*

ta-Case

to show when the verb is done **without** something (often used with the preposition *ilma)*	Ma ei saa minna õpetama **ilma Mormoni Raamatuta!** *I can't go teach **without a Book of Mormon**.*
	Jeesus pidi tegema lepituse **ilma** kellegi teise **abita**. *Jesus had to perform the Atonement **without** anyone else's **help**.*
as an ending on some verbs (See the chapter on verb endings)	Ei tohi istuda sööma **ilma käsi pesemata**! *You can't sit down to eat **without washing your hands**!*

ga-Case

to show **with what** the verb is done	Piljardit mängitakse **kiiga**. *Billiards is played **with a cue**.*
	Me läheme varem kirikusse, et täita bassein **veega**. *We are going to church early to fill the font **with water**.*
with the words ***koos*** or ***kaasas*** to show being physically **with** something	Ta käib tööl **koos** oma **naisega**. *He works **with his wife**.*
	Mu vend on **minuga kaasas**. *My brother is **with me**.*
with the word ***kaasa*** to show **motion along with** something	Võta seljakott **endaga kaasa**! *Take your backpack **with you**!*
	Ma tulen **sinuga kaasa**! *I'm coming **with you**!*

Missionary Tasks

Introductions

Greetings	
Tere! Hello!	**Kuidas teil (sul) läheb?** How on you it goes?
Kuidas on teie nimi? What is your name?	**Kuidas läheb?** How is it going?
Tere hommikust! Good morning!	**Hästi! Ja teil (sul)?** Well. And you?
Tere päevast! Good day!	**Suurepäraselt.** Wonderfully.
Tere õhtust! Good evening!	

Subject-Verb	Object
Mina olen... I am...	**Vanem/Õde _____.** Elder/Sister _____.
Sina oled... You are...	**misjonär.** a missionary.
	usklik. religious.
Mul on... I have... (On me is)	**vennad ja õed.** brothers and sisters.
Sul on... You have...	**lapsed.** children.
	perekond. a family.

See	on	Object
See This	**on** is	**minu kaaslane.** my companion.
		Mormoni Raamat. the Book of Mormon.

Question	Formal
Kust sa pärit oled? From where you orignally are?	**Kust te pärit olete?** From where you (frm.) are?

I am	From Place	
	Utah'st from Utah	
Mina olen I am	**Californiast** from California	**pärit.** originally.
	Ameerikast from America	

Farewells
Nägemist! Goodbye!
Nägemiseni! Until next time!
Head päeva (teile)! Good day (to you)!
Teile ka! To you also!
Varsti näeme! See you soon!

Give an Overview

Subject (nom.)	Verb	Object (nom.)
Meie We	**oleme** are	**misjonärid.** missionaries.
Mina I	**olen** am	**Vanem/Õde _____.** Elder/Sister _____.

Question	is	Object	?
Kes Who		**Jumal** God	**sinu jaoks?** for you?
Mis What		**Püha Vaim** the Holy Ghost	**Adjective**
	on is	**prohvet** a prophet	
Miks Why		**tõde** truth	**tähtis?** important?
		usk faith/religion	**vajalik?** necessary?

Subject (nom.)	Verb	Object (part.)
God God	**teab** knows	**sind.** you.
Jeesus Kristus Jesus Christ	**armastab** loves	**teid.** you (plural).
Püha Vaim Holy Ghost	**inspireerib** inspires	**meid.** us.
Tema He	**aitab** helps	**perekondi. (part. pl.)** families.
Kristus Christ	**juhib** leads	**kirikut.** the church.

Mis	Pronoun	Verb	Object
		ootad expect	
	sina you	**tahad** want	**sellest tunnist?** from this lesson?
Mida What	**teie** you (frm.) or (pl.)	**ootate** expect	**meie külaskäikudelt?** from our meetings?
		tahate want	**Jumalalt?** from God?

Subject	Verb	Object
Prohvetid Prophets		
Misjonärid Missionaries	**õpivad** learn	**Jumal sõna.** the word of God.
Pühakirjad The scriptures	**õpetavad** teach	**tde.** the truth.
Apostolid The apostles	**jutlustavad** preach	**evangeeliumi.** gospel.

Offering a Prayer

Address Heavenly Father

Adjective	Name
Kallis Dear **Meie** Our	**Taevane Isa** Heavenly Father

Give Thanks

Subject + Verb	Adjective		Noun(gen.)	eest
Ma olen I am **Me oleme** We are **Ma tänan** I thank **Me täname** We thank	**tänulik(ud)** grateful **sind** you	**oma** my **oma** our	**Päästja** Savior **perekonna** family **kaaslase** companion **õnnistuste** blessings **evangeeliumi** the gospel	**eest.** for.

Ask for Blessings

Petition	Verb (command)	Object Pronoun	OR (name)**
Palun Please **Ma palun sind** I ask Thee **Me palume sind** We ask Thee	**õnnista** bless **aita** help	**mind** | **meid** **sind** | **teid** **teda** | **neid** **Verb (DA)** **õnnistada** bless **aidata** help	**Jaanust** Jaanus (estonian name) **Vend ____it** Brother_____ **Õde ____it** Sister _____

Gift of Tongues	Asking for the Holy Ghost
Me palvetame, et meile antaks keelte and. We pray that we would be given the gift of tongues.	**Me palume, et sinu vaim oleks koos meiega.** We ask that the Holy Ghost would be with us.

End Prayer

Jeesuse Kristuse nimel, Aamen.
Jesus Christ´s name in, Amen.

Testify

Subject	Verb	Other
Jeesus Kristus Jesus Christ		**Päästja** the Savior
Mormoni Raamat The Book of Mormon	**on** is	**õige** true
Evangeelium The Gospel	**oleks** would be	**minu elus õnnistus** a blessing in my life
Lepitus The Atonement	**oli** was	**taastatud** restored
Palve Prayer	**on olnud** has been	**minu elus tähtis** important in my life
Joseph Smith Joseph Smith		**Jumala prohvet** a prophet of God

Question	is	Object	?
Kes Who **Mis** What **Miks** Why	**on** is	**Jumal** God **Püha Vaim** the Holy Ghost **prohvet** a prophet **tõde** truth **usk** faith/religion	**sinu jaoks?** for you?
			Adjective
			tähtis? important?
			vajalik? necessary?

Subject		Conjugated Verb - can		Infinitive Verb	Object
				saada aru to understand	**evangeeliumist** the gospel
Mina	**Meie**	**võin**	**võime**	**leida** to find	**vastust** an answer
Sina	**Teie**	**võid**	**võite**	**tunda** to feel	**Jumala juurde** to God´s presence
Tema	**Nemad**	**võib**	**võivad**	**naasta** to return	**rõõmu** joy

Subject	Verb			Object
Jeesus Kristus Jesus Christ	**aitab** helps	**mul**	**meil**	**saada proovikividest jagu** overcome challenges
		sul	**teil**	
Mormoni Raamat The Book of Mormon	**võimaldab** enables	**tal**	**neil**	**rõõmu** joy

Ending a testimony

Ma ütlen seda, Jeesus Kristuse nimel, aamen.
I say this in the name of Jesus Christ, Amen.

Asking a member to testify

Vend Raid, Kas sa jagaksid oma tunnistust?
Bro. Raid, would you share your testimony?

To Invite

Extend an Invitation

Verb	Preposition	Object
Kas sa palvetad Will you pray		**tõsise kavatsusega?** with real intent?
Kas sa loed Will you read	**meiega** with us	**Mormoni Raamatut?** the Book of Mormon?
Kas te järgite Will you (all) follow		**Jeesuse Kristuse eekuju?** the example of Jesus Christ?
Kas sa käid Will you attend	**siiralt** sincerely	**kirikus?** church?
Kas sa otsid Will (all) you look for		**Püha Vaimu soosistusi?** the whisperings of the Spirit?

Adverbs	
iga nädal	*every week*
päeviti	*daily*
täna õhtul	*tonight*
sel nädalal	*this week*
siiralt	*sincerely*
iga päev	*each day*
ustavalt	*faithfully*

Follow-Up

Question Word	Verb (Past Tense)
Mida What **Kuidas** How	**tunnete?** you (all) feel? **õppisite?** you (all) learned? **mõtlete?** you (all) think?

Follow-Up

Verb (Past Tense)	Object
Kas sa palvetasid Did you pray	**Joseph Smithist?** about Joseph Smith?
Kas sa lugesid Did you read	**Mormoni Raamatut?** the Book of Mormon?
Kas sa said Did you receive	**vastust?** an answer?
Kas sa käisid Did you attend	**kirikus?** in church?

Ma ei saa aru!

for about use -ST case

for many verbs use -PART case

for käima use either -S or -L

Sharing a Scripture

Subject/Verb	Verb (DA)	Object		
Ma tahan I want	**jagada** to share	**pühakirja-kohta** a scripture	**usust** about faith	
Ma/Me tahaks I/We would like	**lugeda** to read	**osa** a section	**mis vastab** that answers	**sinu küsimusele** your question
See on This is/are		**peatükki** a chapter	**mis räägib** that talks	**sinu küsimusest** about your question

Question Phrase	Location	Chapter #	Preposition	#	Please
Kas sa loeksid Could you read	**Alma raamatus** in the book of Alma	**peatükk __** chapter __	kuni to/until	**selle salmini** until this verse __	**palun?** please?
Kas sa loed Will you read	**lehekülg __** page __	**salm __** verse __			

Demonstrative Pronoun		Noun	Verb + OP	Object
See This	**Need** These	**salm** verse	**õpetab meid** teach(es) us	**usust Jeesusesse Kristusesse** faith in Jesus Christ
See That	**Need** Those	**lugu** story	**näitab meile** shows us	**kuulekusest** obedience
Siin, Here,		**Alma** Alma	**selgitab** explains	**patu tägajärgi** the effects of sin

Question	Verb (Conj.)	Verb (Infinitive)
¿Mida What	**Alma õpetab** Alma teaches	**selles salmis?** in this verse?
	räägiib talks	**sellest pühakirjakohast?** about the scripture?
¿Kes Who	**saad aru** do you understand	

NB!

When you use the verb pidama, use -MA

Ex) Mida peaksime tegema?
-What should we do?
-tegema, olema, arenema

Question	Verb (Conj.)	Verb (DA)(MA)	Noun Phrase
Miks Why	**peaksime** should we	**olema** to be	**nagu Kristus?** like Christ?
Mida What	**sul on vaja** do you need	**teha** to do	**ligimesearmastust?** charity?
Kuidas How	**võime** can we	**arendada** to develop	**selleks, et meil oleks (noun)?** in order to have *(noun)?*

Sharing an Experience

Subject	Imperfect Verb	Verb -DA	If there is	Noun
Mina I **Joseph Smith** Joseph Smith	**tahtsin** wanted **soovis** desired	**teada,** to know **õppida,** to learn	**kas oli olemas** yes/no there was	**õige kirik** a true church **andestus** forgiveness **Jumal** a God

Subject	Past Verb	Inf. Verb
Ta He/She/It **Ma** I	**otsustas** decided **otsustasin** decided	**teada** to know **Piiblit lugeda** to study the Bible **kirikus käia** to go to church

Subject	Past Verb	Noun
Jumal God **Jeesus** Jesus **Püha Vaim** The Holy Ghost	**külastas** visited **kuulis** heard **vastas** answered	**Joseph´it** Joseph **Joseph´i palvele** Joseph´s prayer

Subject	Past Verb	That	Phrase
Ta He/She/It **Ma** I	**õppis,** learned **avastasin,** discovered	**et** that	**Jumal ja Jeesus on kaks eraldiolvevat isikut.** God and Jesus are two separate beings. **Jumalal on luust ja lihast keha** God has a body of flesh and bones. **Jumal armastab oma lapsi** God loves His children.

Subject	Past Verb	That	Noun	Verb	Acc. Noun
Joseph Joseph **Ta** He/She/It **Tarmo** Tarmo	**teadis,** knew **sai aru,** understood	**et** that	**Jumal** God **Jeesus** Jesus	**kuuleb** hears **juhib** leads **õnnistab** blesses	**oma lapsi** His children **kõiki inimesi** all people

	Subject	Helper Verb	Also	Verb	Object
Just nagu Joseph, Just like Joseph,	**sina** you	**võid** can	**ka** also	**saada** to receive **teada** to know	**rahu** peace **Jumalat** God **tõde** the truth

Scenario Practice

Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.

19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.
21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.

44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.
45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

Resolving Concerns

48. One of your progressing investigators asks you the question, "Why do bad things happen to good people?"
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear you testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.

66. You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.
72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.

Grammar Glossary

Grammar Glossary

This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Estonian, as well as grammar terms unique to the language, can be found in different sections throughout the book.

adjective

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago* 5.66).

adverb

An adverb is a word that describes a verb, an adjective, or another adverb.

article

An article is a word used next to a noun to indicate what kind of reference the noun is making (definite or indefinite). The English articles are "the," "a," and "an."

case

A grammatical change in nouns, pronouns, and adjectives that reflect the function of the word in the sentence. English marks case primarily in pronouns. It has three cases: nominative (to mark the subject, for example, I, you, he, etc.), objective (to mark objects, for example, me, you him, her, etc.), and genitive or possessive (to mark possession, for example, my, your, his, her, etc.). Many languages mark all the words in the noun phrase with affixes to indicate case. Some languages have as many as fifteen or more different cases.

clause

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

conjugation

Conjugation means changing a verb's form to show, the tense (present, past, etc.), the person of the subject (e.g., I, you, she, etc.), and the number (e.g., singular or plural).

conjunction

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

demonstrative

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

gerund

In English a gerund is a verb that is modified by adding –ing to form a noun. For example, "Hiking is my favorite sport."

helping verb

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, "I see" vs. "I have seen." "Have" is the helping verb and must be combined with the main verb "seen" to express the nuance in meaning.

noun

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

object

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct*: A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect*: An idirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as "to" or "for" something.

particle

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., conjunctions).

phrase

A phrase is a combination of words that lacks either a subject or a verb.

possessive adjective

A possessive adjective is a word used with nouns to show possession, such as "my," "your," and "his."

preposition

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, "through the Spirit" is a prepositional phrase in which "through" is the preposition and "the Spirit" is the noun.

pronoun

Pronouns are words that replace nouns. For example, "they" instead of "the people," or "he" instead of "the man."

subject

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

verb

Verbs express actions or states of being. For example, a person "prays," "loves," and "blesses." These are things the subject (doer of the verb) does. A person "is," "seems," and "belongs." These express states the subject experiences.

verb tense

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.

Answers

Answers

1 Alphabet and Pronunciation

A. **1.** sõna **2.** õnn **3.** õde **4.** pea-aegu **5.** füüsiline **6.** selestiline **7.** rohkem **8.** evangeelium **9.** misjonär **10.** ütlema

2 Cases

B. **1.** Jeesusel Kristusel, *-l* **2.** Jumala, *genitive* **3.** plaanis, *-s* **4.** keskne osa, *nominative* **5.** Kristuse, *genitive* **6.** lepitav ohverdus, *nominative* **7.** füüsilise, *genitive* **8.** vaimse surma, *genitive* **9.** tagajärgedest, *-st* **10.** lgaüks, *nominative* **11.** meist, *-st* **12.** füüsilise kehaga, *-ga* **13.** mis, *nominative* **14.** valu, *partitive* **15.** haigust, *partitive* **16.** Kristus, *nominative* **17.** võimalikuks, *-ks* **18.** jagusaamise, *genitive* **19.** vaimsest surmast, *-st* **20.** me, *nominative* **21.** Tema evangeeliumi, *genitive* **22.** Ta, *nominative* **23.** meie, *genitive* **24.** patud, *nominative* **25.** Ta, *nominative* **26.** meid, *partitive* **27.** terveks, *-ks* **28.** süü, *genitive* **29.** häbi, *genitive* **30.** elus, *-s* **31.** rahu ja õnnega, *-ga*

C. *1 Ne. 1:18:* **1.** ma, *nominative* **2.** te, *nominative* **3.** seda, *partitive* **4.** Issand, *nominative* **5.** imepäraseid, *partitive plural* **6.** asju, *partitive plural* **7.** minu, *genitive* **8.** isale, *-le* **9.** Lehhile, *-le* **10.** Jeruusalemma, *genitive* **11.** hävitamise, *genitive* **12.** ta, *nominative* **13.** inimeste, *genitive plural* **14.** neile, *-le* **15.** asju, *partitive plural* **16.** ta, *nominative Alma 36:21:*

1. ma, *nominative* **2.** sulle, *-le* **3.** mu, *genitive* **4.** poeg, *nominative* **5.** midagi, *partitive* **6.** teravat, *partitive* **7.** kibedat, *partitive* **8.** minu, *genitive* **9.** valu, *nominative* **10.** ma, *nominative* **11.** sulle, *-le* **12.** mu, *genitive* **13.** poeg, *nominative* **14.** teisest, *-st* **15.** küljest, *-st* **16.** midagi, *partitive* **17.** oivalist, *partitive* **18.** sulnist, *partitive* **19.** minu, *genitive* **20.** rõõm, *nominative 3. Nefi 11:15:*

1. rahvahulk, *nominative* **2.** nad, *nominative* **3.** käed, *nominative plural* **4.** tema, *nominative* **5.** külje, *genitive* **6.** naelte, *genitive plural* **7.** jälgi, *partitive plural* **8.** tema, *nominative* **9.** kätel, *-l plural* **10.** tema, *nominative* **11.** jalgadel, *-l plural* **12.** seda, *partitive* **13.** nad, *nominative* **14.** nad, *nominative* **15.** silmaga, *-ga* **16.** kätega, *-ga plural* **17.** tunnistust, *partitive* **18.** see, *nominative* **19.** tema, *nominative* **20.** kelle, *genitive* **21.** tulemisest, *-st* **22.** prohvetid, *nominative plural Moroni 10:4-5:*

1. te, *nominative* **2.** need, *nominative plural* **3.** asjad, *nominative plural* **4.** ma, *nominative* **5.** teid, *partitive* **6.** te, *nominative* **7.** Jumalalt, *-lt* **8.** igaveselt, *-lt* **9.** isalt, *-lt* **10.** Kristuse, *genitive* **11.** nimel, *-l* **12.** need, *nominative plural* **13.** asjad, *nominative plural* **14.** te, *nominative* **15.** siira, *genitive* **16.** südamega, *-ga* **17.** tõsise, *genitive* **18.** kavatsusega, *-ga* **19.** kirstusesse, *-sse* **20.** ta, *nominative* **21.** teile, *-le* **22.** selle, *genitive* **23.** tõe, *genitive* **24.** Püha Vaimu, *genitive* **25.** väel, *-l* **26.** Püha Vaimu, *genitive* **27.** väel, *-l* **28.** te, *nominative* **29.** tõde, *partitive* **30.** kõige, *genitive*

3 Gradation

B. **1.** jõud, jõu, jõudu **2.** pesema, pesta, pesen, pestud (*no gradation*) **3.** käsi, käe, kätt **4.** liikuma, liikuda, liigun, liigutud **5.** õpetaja, õpetaja, õpetajat (*no gradation*) **6.** sõda, sõja, sõda **7.** süda, südame, südant (*no gradation*) **8.** aasta, aasta, aastat (*no gradation*)

C. **1.** eesmärk, eesmärgi, eesmärki, eesmärke **2.** tegema, teha, teen, tehtud **3.** evangeelium, evangeeliumi, evangeeliumi, evangeeliume **4.** maailm, maailma, maailma, maailmu **5.** täitma, täita, täidan, täidetud **6.** tahe, tahte, tahet, tahteid **7.** saatma, saata, saadan, saadetud **8.** maailm, maailma, maailma, maailmu **9.** tõstma, tõsta, tõstan, tõstetud **10.** rist, risti, risti, riste **11.** tõstma, tõsta, tõstan, tõstetud **12.** mõistma, mõista, mõistan, mõistetud **13.** kohus, kohtu, kohut, kohtuid b14. tegu, teo, tegu, tegusid **15.** põhi, põhja, põhja, põhju **16.** halb, halva, halba, halbu **17.** uskuma, uskuda, usun, usutud **18.** meel, meele, meelt, meeli **19.** patt, patu, pattu, patte **20.** ristima, ristida, ristin, ristitud **21.** vaim, vaimu, vaimu, vaime **22.** pidama, pidada, pean, peetud **23.** lõpp, lõpu, lõppu, lõppe **24.** päev, päeva, päeva, päevi **25.** pidama, pidada, pean, peetud **26.** vahemees, vahemehe, vahemeest, vahemehi **27.** lõpp, lõpu, lõppu, lõppe **28.** viskama, visata, viskan, visatud

F. **1.** What is the price of truth? **2.** God commanded Moses to build a ship. **3.** I don't know any ship that doesn't have safety rafts. B4. Which one of the investigators are we meeting today? B5. If needed, God will give me the strength to do hard things. **6.** As a missionary, I must go everywhere with a companion. **7.** God doesn't want us to suffer. **8.** Our next meeting is at the park!

G. **1.** Läheme parki, seal on kindlasti inimesi, kellega rääkida. **2.** Et paremini eesti keelt osata, õpin ma iga päev. **3.** Hakkame minema, muidu me ei jõua õigel ajal kirikusse! **4.** Millal on meie õppetund? **5.**Kui sind ristitakse, võtab talituse läbiviija su käe enda kätte. **6.** Palun ulata mulle see nuga. **7.** Eile lõin oma varba vastu kappi! **8.** Mul on tunne, et kõik saab korda.

4 Pronouns and Conjugation

A. **1.** tea- **2.** kirjuta- **3.** kasuta- **4.** kutsu- **5.** räägi- **6.** tõlgi- **7.** ütle- **8.** õnnista- **9.** tee- **10.** tunnista-

B. **1.** tahab **2.** loen **3.** paastume, söö **4.** läheb **5.** teate **6.** on **7.** õpetame **8.** saa, soovivad

C. **1.** Ma **loen** Mormoni Raamatut. **2.** Me ei **taha** teha pattu. **3.** Nad **on** tublid misjonärid. **4.** Vend Kivimäe **elab** Tallinnas. **5.** Raskused **on** meie heaks. **6.** *Correct* **7.** Me **läheme** kirikusse. **8.** Kas sa **loed** Mormoni raamatut? **9.** Nad **palvetavad** iga päev. **10.** *Correct*

D. **1.** Ma olen õnnelik. **2.** Sa oled hea sõber. **3.** Ma õpetan. **4.** Me oleme Ameeriklased. **5.** Ta on kurb. **6.** Nad ei laula. **7.** Me usume Jumalasse. **8.** Ma tean, et Jumal elab. **9.** Perekonnad saavad olla igavesti koos. **10.** Mormoni raamat õpetab Jeesusest. **11.** Te loete Piiblit. **12.** Taevane Isa ja Jeesus tahavad, et me palvetame. **13.** Püha Vaim annab ilmutust. **14.** Nad räägivad Jumalast.

E. **1.** on **2.** armastame **3.** teenime **4.** on **5.** on **6.** võimaldab **7.** elame **8.** annab **9.** teeb **10.** asendab

F. **1.** helistame **2.** sõlmib **3.** teenite **4.** palvetate **5.** õpetad **6.** valin **7.** jagate **8.** taastab **9.** kirjutab **10.** uurin **11.** tänavad **12.** sisened **13.** otsustame **14.** hakkate **15.** vastan **16.** saate **17.** teevad **18.** käivad **19.** õpib **20.** aitavad

H. *1. Ne. 3:7:* **1.** lähen **2.** teen **3.** on **4.** tean **5.** ei anna **6.** käsib
2 Ne. 25:26: **1.** räägime **2.** rõõmustame **3.** jutlustame **4.** kuulutame **5.** kirjutame

I. **1.** on **2.** oleme **3.** on **4.** on **5.** armastab **6.** nutab **7.** kannatame **8.** rõõmustab **9.** teeme **10.** on **11.** tahab **12.** saame **13.** on **14.** võime **15.** on **16.** peame **17.** viib **18.** on **19.** võime

5 Sentences and Word Order

A. **1.** They don't know who God is. **2.** We are going to church soon. **3.** You testify often. **4.** God blesses you. **5.** The gospel is true. **6.** The Book of Mormon teaches truth today. **7.** Missionaries never lie. **8.** He doesn't know God. **9.** God will mercifully forgive our sins. **10.** What do you think about this? **11.** The Holy Ghost influences you to do good. **12.** God is the Father of our spirits. **13.** Joseph Smith translated the Book of Mormon by the power of God. **14.** This message of the Restoration is either true or false. **15.** Charity is a gift from God. **16.** The Atonement makes it possible for us to repent.

B. **1.** Mina tean, et Mormoni raamat on õige. **2.** Millal me homme näeme sind? **3.** Jeesus Kristus armastab teid. **4.** Tema palvetab pühapäeval. **5.** Meie õpetame evangeeliumi. **6.** Tema räägib eesti keelt väga hästi. **7.** Prohvetid õpetavad alati lepitusest. **8.** Üldkonverents toimub igal aastal kaks korda.

C. **1.** Meie õpime täna kirikus. **2.** Misjonärid õpetavad talle päästmisplaani. **3.** Vend Lepp tuleb kirikusse. **4.** Sina õpid Jeesusest Kristusest. **5.** Mina loen Mormoni raamatut. **6.** Me õpime eesti keelt hommikuti oma korteris. **7.** Evangeelium on taastatud tänapäeval selles kirikus. **8.** Meie teenime misjonäridena.

D. **1.** Misjonärid õpetavad kirikuga tutvujaid. **2.** Kiriku liikmed aitavad kõiki inimesi. **3.** Jumal armastab teid nii nagu Ta meid armastab. **4.** *correct* **5.** Teie ei loe pühakirju. **6.** Jeesus tuleb meid lunastama. **7.** *correct* **8.** Jumal ilmutab palju asju. **9.** Jumal õnnistab kõiki oma lapsi. **10.** Me kutsume sind ristitud saama.

6 Questions (Part One)

A. **1.** Kus nad elavad? Miks nad elavad? Kuidas nad elavad? **2.** Millal sa tunned Püha Vaimu? Mida sa tunned kui sa palvetad? **3.** Millal kirik algab? Mis algab kell 10.00? **4.** Mida sa tead Jeesusest? Kuidas sa tead Jeesusest? **5.** Millal me Tõnut õpetame? Keda me õpetame? Mida me õpetame homme Tõnule? **6.** Kuidas te saate oma patud andeks? Mida te andeks saate? **7.** Miks sa tahad ristitud saada? Millal sa tahad ristitud saada? **8.** Miks ta ei usu enam Jumalasse? Kellesse ta enam ei usu? **9.** Mida sa loed? Kus sa loed Mormoni Raamatut? **10.** Millest ta mõtleb? Miks ta sellest mõtleb?

B. **1.** What do you understand about the plan of salvation? **2.** How can you communicate with God? **3.** When can we come again? **4.** Why do you want to learn more about God? **5.** What do you think God feels about you? **6.** What do you desire? **7.** Who is your best friend? **8.** Who were you talking to there?

C. **1.** Kuidas sa ennast tunned kui sa palvetad? **2.** Miks sa tahad meiega kohtuda? **3.** Miks on Jumal tähtis sinu elus? **4.** Millal sa rahu tunned? **5.** Mida sa usud? **6.** Kus sa töötad? **7.** Kellele sa raamatu andsid? **8.** Millega sa põrandat pesed?

D. **1.** Keda sa armastad? **2.** Kuhu te sõidate? **3.** Mida sa öelda taha? **4.** Kellega te tulete?

E. **1.** Ma tean, kust sa pärit oled. **2.** Mis on su lemmikfilm? **3.** *correct* **4.** Millesse sa usud? or Mida sa usud? **5.** Kelleks sa tahad saada, kui sa üles kasvad? **6.** *correct*

7 Questions (Part Two)

A. **1.** Will you pray together tonight? **2.** What questions do you have about Joseph Smith? **3.** How many people are in your family? **4.** May we come back on Saturday? **5.** What kinds of blessings do you see in your life today? **6.** Will you follow the example of Jesus Christ and be baptized by someone holding the priesthood authority of God? **7.** How much are you willing to sacrifice for your faith? **8.** How warm is it going to be today?

B. **1.** Kui kallis see mantel on? **2.** Kas sa parandad meelt? **3.** Kui tähtis on sulle Jumalast teadmine? **4.** Kui kaua sa palvetad? **5.** Kas sa oled kiriku liige? **6.** Mitu tundi sa oled kirikus? **7.** Mitmele inimesele me oleme täna brošüüri andnud? **8.** Ta ei tea, kas ta tahab ristitud saada.

C. **1.** Mitu last (or kui palju lapsi) on sinu peres? **2.** Kas sa tavaliselt käid kirikus? **3.** Kui tihti sa pühakirju loed? **4.** Mitu korda päevas me sõidame bussiga? **5.** Ma ei tea, kas ma saan tulla. **6.** Kas sulle meeldib jäätis?

Review: State of Being

A. Jumal **on** meie Taevane Isa ja ta armastab kõiki oma lapsi. Vahepeal me küsime: **Mis** on meie põhjus siin maa peal? Me **oleme** maa peal, et õppida ja areneda. Me **ei ole** täiuslikud, aga me võime saada oma pattudest Jeesuse Kristuse lunastuse kaudu puhtaks. Jeesus on Jumala poeg ja Ta **kannatas** kõikide **meie** pattude pärast, sest ta **armastab** meid. **Kas** sa oled kurb? Mõtle Jeesusele, kes sind **armastab**, ja sa lähed rõõmsamaks.

B. **Kas** Issand täidab sulle antud lubadusi? Kui me **tegutseme** praegu, **täituvad** soovitud õnnistused tulevikus. Meil **on** vaja ainult lootust. Lootus **aitab** meil teada, et kõik mis **juhtub**, tuleb meile kasuks, ja miski **ei ole** mõeldud meile õnnetuseks. Lootus **aitab** meil heitumusest võitu saada.

C. **1.** Jumal tahab meid aidata. **2.** Kas sa tead kus kirikuhoone on? **3.** Ma olen õnnelik, et olen misjonär. **4.** Ma tean, et Jumal elab. **5.** Perekonnad saavad igavesti koos olla. **6.** Kas sa tahad ristitud saada? **7.** Kui mitu venda ja õde sul on? **8.** Kas sa tead kui palju Jumal sind armastab?

8 The Genitive Case

A. **1.** kirikuga tutvuja, kirikuga tutvuja **2.** elu, elu **3.** õpetaja, õpetaja **4.** maja, maja **5.** eestlane, eestlase **6.** mees, mehe **7.** naine, naise **8.** buss, bussi **9.** tunnistus, tunnistuse **10.** usk, usu

B. **1.** Meie **2.** Jumala **3.** Meie **4.** Tema **5.** Aadama **6.** Eeva **7.** langemise **8.** maa **9.** Taevase **10.** Füüsilise **11.** surma **12.** meie **13.** Tema **14.** Jumala **15.** maise **16.** elu **17.** süü- ja häbitunde **18.** oma (see "Reflexive Pronouns") **19.** pattude (plural) **20.** Taevase

C. **1.** valikuvabaduse, oskuse, võimaluse, hea, halva **2.** Jumala, rõõmu **3.** Taevase Isa **4.** Jeesuse Kristuse, evangeeliumi **5.** Püha Vaimu, selle **6.** evangeeliumi, kiriku, lepituse

D. **1.** Meie kirik on lillepoe taga. **2.** Kas sa tuled kirikusse koos oma pojaga? **3.** Minu kodu on Oregonis. **4.** *correct* **5.** Kas sa oskad inglise keelt? **6.** Jeesus andis Püha Vaimu oma jüngritele. **7.** Kuidas evangeelium õnnistab sinu elu? **8.** Mille kohta sa õppida tahad?

E. **1.** Jesus restored His church through Joseph Smith. **2.** Joseph got an answer through prayer. **3.** When the Apostles died, the priesthood keys were taken from the earth. **4.** God often talks through prophets. **5.** New members can also receive a recommend to do baptisms for the dead. **6.** John the Baptist conferred the Aaronic Priesthood on Joseph and Oliver, which includes the authority to perform the ordinance of baptism.

F. **1.** Sinu usk kasvab kui sa palvetad. **2.** Ka Jeesuse jüngrid surid. **3.** Sinu suhe Jumalaga on tähtis. **4.** Jumala kirik on maailmas palju head teinud. **5.** Püha Vaim näitab kuhu poole minna. **6.** Prohvetite õpetused näitavad meile kuidas naasta Jumala juurde.

I. *3 Ne. 18:21:* **1.** Isa, with the genitive postposition *poole* **2.** minu, with the genitive postposition *nimel* **3.** teie, posession of *naised* **4.** teie, posession of *lapsed Alma 34:20-28:* **1.** tema, with the genitive postposition *poole* **2.** kõikide, with the genitive postposition *eest* **3.** loomakarjade, with the postposition *eest* **4.** tema, with the genitive postposition *poole* **5.** kogu, with the genitive postposition *eest* **6.** kodukonna, with the genitive postposition *eest* **7.** tema, with the genitive postposition *poole* **8.** vaenlaste, posession of *väe* **9.** väe, with the genitive postposition *vastu*. **10.** tema, with the genitive postposition *eest* **11.** kuradi, with the genitive postposition *vastu*. **12.** õigemeelsuse, possession of *vaenlane* **13.** tema, with the genitive postposition *poole* **14.** põldude, possession of *saagi* **15.** saagi, with the genitive postposition *eest* **16.** põldude, possession of *karjade* **17.** karjade, with the genitive postposition *eest* **18.** hinge, total object **19.** Issanda, with the genitive postposition *poole* **20.** tema, with the genitive postposition *poole* **21.** heaolu, with the genitive postposition *eest* **22.** nende, possession of *heaolu* **23.** heaolu, with the genitive postposition *eest* **24.** mu, posession of *armsad vennad* **25.** selja, total object **26.** teie, possession of *palve*

9 The Partitive Case

A. **1**. elu **2**. õpetaja **3**. kirikuga tutvujat **4**. maja **5**. eestlast **6**. meest **7**. naist **8**. bussi **9**. tunnistust **10**. usku

B. **1**. sammast **2**. kahte **3**. isikut **4**. sära **5**. hiilgust **6**. mind **7**. Teda

C. **1**. aastat, sündi **2**. rõõmu **3**. neid, usku **4**. armastust **5**. preesterlust **6**. üleüldist, taganemist **7**. õigust, süüd **8**. ristimist, uut, vaimset, elu

D. **1.** Kas sa loed Mormoni raamatut? **2.** Jumal armastab sind. **3.** Mul on tunnistus Jeesusest. **4.** Joseph Smith oli prohvet.
5. Püha Vaim tunnistab tõest. **6.** Pärast ristimist samme uuteks inimesteks.

E. **1.** Ma loen oma pühakirju iga päev. **2.** *correct* **3.** Nad soovivad kuulata evangeeliumi. **4.** Tema juba järgib Jumala käske.
5. Lepituse kaudu saame me teha meeleparandust. **6.** Mu kaksikvend sai ristitud enne mind.

F. **1.** There will be no sadness after the Resurrection. **2.** Can we meet after church? **3.** When there is no priesthood then there cannot be the gift of the Holy Ghost. **4.** Adam and Eve felt neither joy nor sorrow. **5.** How many months did you meet with the missionaries before you got baptized? **6.** God prolonged John's life so that he could preach repentance.

G. **1.** Pärast lugemist, palveta, et teada kas Mormoni raamat on tõde. **2.** Kristus tõusis üles kolm päeva pärast oma surma. **3.** Ei ole pattu, mida Jeesus ei saaks ära võtta. **4.** On elu pärast surma. **5.** Me elasime enne sündi. **6.** Pärast ülestõusmist ei saa me surra uuesti.

10 Plurals

A. **1.** kirik, kiriku, kirikut, kirikud, kirikute, kirikuid **2.** maa, maa, maa, maad, maade, maid **3.** käsk, käsu, käsku, käsud, käskude, käskusid/käske **4.** vend, venna, venda, vennad, vendade, vendasid/vendi **5.** õde, õe, õde, õed, õdede, õdesid **6.** maja, maja, maja, majad, majade, majasid/maju **7.** poeg, poja, poega, pojad, poegade, poegasid/poegi **8.** palve, palve, palvet, palved, palvete, palveid **9.** hea, hea, head, head, heade, häid **10.** vaimne, vaimse, vaimset, vaimsed, vaimsete, vaimseid

B. **1.** vähestest, *-st* **2.** tähendamissõnadest, *-st* **3.** tähendamissõnadest, *-st* **4.** jüngritele, *-le* **5.** teenijate, *genitive* **6.** õpetused, *nominative* **7.** erinevad, *nominative* **8.** pinnased, *nominative* **9.** seemned, *nominative* **10.** erinevaid, *partitive* **11.** viise, *partitive* **11.** surelikud, *nominative* **12.** neid, *partitive* **13.** õpetusi, *paritive* **14.** seemned, *nominative* **15.** nad, *nominative* **16.** need, *nominative* **17.** õpetused, *nominative* **18.** kõvad, *nominative* **19.** inimesed, *nominative*

C. **1.** Meie oleme misjonärid. **2.** Prohvetid räägivad inimestele. **3.** Nemad on kiriku liikmed. **4.** Jeesus õnnistab teid. **5.** Vend Jõgi õpetab meid. **6.** Jumal õpetab oma prohveteid.

D. **1.** lapsed **2.** koduseinte **3.** inimesi **4.** õpetustel **5.** pattudest **6.** usklikele **7.** perekondi **8.** käskude **9.** peresuhted **10.** lepingutest

E. **1.** There were many different churches in Palmyra. **2.** There will be no more illnesses after the Resurrection. **3.** God prolonged peoples' lives so that they can repent. **4.** There are many people who want to hear about the Church. **5.** The Restoration was one of the most important events. **6.** Church members search for their ancestors' information.

F. **1.** Peetrus oli üks Jeesuse Kristuse apostlitest. **2.** Meie perekonnad on tähtsad. **3.** See on üks mu lemmiklugudest. **4.** Nefi vennad ei tahtnud minna. **5.** Prohvetid on Jumala sõnumitoojad. **6.** Sinu pühakirjad on sinu tooli all.

G. **1.** Me palvetame, et paluda oma küsimustele vastuseid. **2.** Alma õpetas meeleparandust inimestele. **3.** Te peaksite lugema need salmid enne meie järgmist õppetundi. **4.** Meil on palju Mormoni Raamatuid, mida me peaksime ära andma. **5.** Inimesed ei usu, et Jumala neid armastab.

H. **1.** Me anname teile kaks ülesannet. **2.** Piiblis räägitakse prohvetitest. **3.** *correct* **4.** Me käime võimaluse korral liikmetega õpetamas. **5.** Jumal armastab kõiki inimesi. **6.** Mitu last teie peres on? **7.** Kõik kirikud õpetavad head. **8.** *correct*

J. **1.** vennad **2.** ande **3.** ande **4.** kõigis **5.** inimestele **6.** ilmsikstegemiste **7.** neile **8.** annid **9.** vägevaid **10.** imesid **11.** kõikide **12.** asjade **13.** ingleid **14.** teenivaid **15.** vaime **16.** keeli **17.** keelte **18.** annid **19.** need

K. **1.** Inimeste, *genitive* **2.** ustavad, *nominative* **3.** liikmed, *nominative* **4.** teiste, *genitive* **5.** misjonäridega, *-ga* **6.** nähtavaid, *genitive* **7.** töötulemusi, *partitive* **8.** omadega, *-ga* **9.** inimestel, *-l* **10.** mõned, *nominative* **11.** inimestele, *-le* **12.** inimesi, *partitive* **13.** kõikidele, *-le* **14.** käskudele, *-le* **15.** kristlikke, *partitive* **16.** omadusi, *partitive* **17.** hingi, *partitive* **18.** inimesi, *partitive* **19.** tagajärgede, *genitive* **20.** kohustusi, *partitive* **21.** misjonäre, *partitive* **22.** inimesi, *partitive* **23.** pettumusi, *partitive*

11 Objects

A. **1.** evangeeliumi, *partial* **2.** palju imesid, *total* (the object is actually *palju*, and *imesid* is in partitive because palju requires it. See the chapter on *Quantifiers*.) **3.** kaksteist meest, *total* (See chapter on *Using Numbers*) **4.** käed, *total* **5.** preesterluse volitus, *total* **6.** Kiriku, *total* **7.** ettekuulutuse, *total* **8.** lepituse, *total* **9.** kõik, *total* (See the chapter on *Quantifiers*) **10.** mida, *partial* (object of *tegema,* see chapter on *Conjunctions*) **11.** Teda, *total* (personal pronoun as total object goes in partitive)

B. **1.** uks **2.** talitusi **3.** lepitust **4.** lapsed **5.** nime **6.** tunnistust **7.** küpsiseid **8.** meeleparandust **9.** evangeeliumi **10.** lemmikmantli **11.** rahakotti **12.** käsu **13.** seda peatükki **14.** Olevi Kirik **15.** seda sõnumit **16.** ühe lihtsa vea

C. **1.** Yes, I read the Book of Mormon when I was younger. **2.** I didn't serve my parents as much as I should have. **3.** I want to help you strengthen your testimony. **4.** Have you done your homework? **5.** If we don't do everything God wants us to do, we have no protection from the devil. **6.** I really need a new coat. **7.** Have you already written to your family? **8.** We did not see our landlord this morning.

D. **1.** Ingel Moroni andis Josephile kuldplaadid.
kuldplaadid: plural total object - nominative.
2. Jumal aitab meid tihti teiste inimeste kaudu.
meid: verb has no definite result - partial object - partitive
3. Nii nagu Jeesus tervendas pidalitõbise, saab ta meid ka terveks teha.
pidalitõbise: total object - genitive.
meid: personal pronoun as a total object - partitive.
4. Noa ehitas laeva, et päästa oma pere veeuputusest.
laeva: total object - genitive.
pere: total object of verb without a subject - nominative

5. Pahelised mehed tapsid Jeesuse jüngrid.
jüngrid: plural total object - nominative
6. Jumal annab käske oma prohvetite kaudu.
käske: object is not well-defined - partial object - partitive
7. Meeleparandus ja ristimine pesevad ära meie patud.
patud: plural total object - nominative
8. Seejärel pesi Jeesus oma apostlite jalgu.
jalgu: verb has no definite result - partial object - partitive
9. Kui me maksame kümnist, avab Jumal taevaluugid ja kallab välja õnnistusi.
kümnist: object is not well-defined - partial object - partitive.
taevaluugid: plural total object - nominative
õnnistusi: oject is not well-defined - plural partial object - partitive.
10. Paastumine tähendab, et me ei söö kahte ainet. kahte ainet: sentence is negative (ei söö) - partial object - partitive

F. **1.** maa, *total* **2.** lapsed, *total* **3.** selle, *total* **4.** õigemeelne rahva, *total* **5.** rahvad, *total* **6.** õigemeelsed, *total* **7.** pahelised, *total* **8.** maa, *total* **9.** neid, *partial* **10.** teda, *partial* **11.** isasid, *partial* **12.** lepingu, *total* **13.** neid lepinguid, *partial* **14.** mis, *total* (Unusual example. "Mis" is the total object of sõlmima, but is in nominative. Normally an object in this kind of sentence would be in genitive) **15.** nad, *total*

Review: Possession or Ownership

A. Mul on alati meeles kaks noort **meest**, kes teenisid minu misjonil. Üks neist oli superstaar. Ta oli haritud. Ta oli tark. Ta oli lahtise peaga. Ta oli pisut kõrk. Meil oli veel üks, kes oli **siltide** maalija. Ta tuli sildipoest, oli väga vähese haridusega, kuid ta teadis oma **küündimatust** ja toetus Issandale. Kui ta palvetas, teadsid sa, et ta räägib **Issandaga**. See ei olnud mehaaniline harjumus, see oli vestlus ja see noor mees saatis korda **imesid**, samas kui teine noor mees tegutses sihitult. Vägi, mis ühel oli ja teisel puudus, oli nii ilmne.

B. Minu **vanemad** õpetasid minu juba noores eas uskuma Issandasse. Nad armastasid mind ja tahtsid, et mina tunneksin **sama rõõmu**, mis nemad on kogu aeg tundnud evangeeliumi järgi elamisest. Ma käisin algühingus koos oma **sõpradega** ja ma õppisin **pühakirju** sellepärast, et ma tundsin, et minu vanemad ootavad **seda** minult. Kuigi ma olin terve oma elu arvanud ma tean **neid asju**, ma hakkasin aru saama, et ma ei olnud kunagi saanud **vaimset kinnitust**, et see kõik on Jumalalt. Mulle tuli meelde kõik need sõnad, mida ma olin algühingus mitu korda kuulnud: et kui sa tahad midagi teada, siis tuleb küsida **sinu** Taevaselt Isalt siiras palves. Nii et seda ma tegingi.

C. Maailmal on alati olnud raske elavaid **prohveteid** ja apostleid omaks võtta, kuid see on esmaoluline, et täielikult mõista **lepitust** ja **Jeesuse Kristuse õpetusi** ning saada õnnistuste **täius** selle preesterluse kaudu, mis on antud neile, keda Ta on kutsunud. Liiga paljud arvavad, et Kiriku juhid ja liikmed peavad olema täiuslikud või peaaegu täiuslikud. Nad unustavad, et Issanda **arm** on küllaldane, et viia täide Tema **töö** siin surelikkuses.

D. **1.** Meie perekonnad on tähtsad. **2.** Me kõik oleme Jumala lapsed. **3.** Viimse Aja Pühade Jeesuse Kristuse Kirikut juhivad prohvetid ja apostlid. **4.** Prohvetid aitavad meil vältida takistusi oma elus. **5.** Jumal armastab meid. **6.** Jumal aitab meid tihti teiste inimeste kaudu. **7.** Ma tahan aidata sul oma tunnistust tugevdada. **8.** See on minu Mormoni Raamatu koopia.

12 The *da*-Infinitive

A. **1.** palvetada **2.** õpetada **3.** elada **4.** nutta **5.** õppida **6.** lugeda **7.** vaadata **8.** laulda **9.** tunnistada **10.** teada **11.** ütelda, öelda **12.** surra **13.** tunda **14.** rääkida **15.** leida **16.** näha **17.** käia **18.** kuulata **19.** aidata **20.** mõtelda, mõelda

B. **1.** mõista **2.** vastata **3.** rahuldada **4.** teenida **5.** aidata **6.** vältida

C. **1.** Ma tahan olla misjonär. **2.** Jumal palub meil järgida tema käske. **3.** Ma tahan, et sa loeksid seda peatükki. **4.** Seda on väga raske teha.

D. **1.** *correct* **2.** Kas sa tuled meiega pühapäeval kirikusse? **3.** Sind on raske mitte tähele panna. **4.** Miks Jumal palub meil selliseid asju teha? **5.** *correct* **6.** Millal sulle meeldib pühakirju lugeda?

E. **1.** I want to read. **2.** Can't they come? **3.** We are here to serve you. **4.** They pray to learn. **5.** Missionaries try to represent Jesus Christ. **6.** You can know that the Book of Mormon is true.

F. **1.** Kas sa tahad teada? **2.** Misjonärid tulevad Eestisse, et inimesi aidata. Misjonärid tulevad Eestisse inimesi aitama. **3.** Meie õpime, et õpetada. **4.** Ta ei saa rääkida. **5.** Ma tahan olla kuulekas misjonär. **6.** Meie tahame jagada sõnumit.

J. **1.** teada saada **2.** liituda **3.** rajada **4.** ehitada **5.** olla **6.** teada **7.** tunda

13 The *ma*-Infinitive

A. **1.** palvetama **2.** õpetama **3.** elama **4.** nutma **5.** õppima **6.** lugema **7.** vaatama **8.** laulma **9.** tunnistama **10.** teadma **11.** ütlema **12.** surema **13.** tundma **14.** rääkima **15.** leidma **16.** nägema **17.** käima **18.** kuulama **19.** aitama **20.** mõtlema

B. **1.** magama **2.** sööta **3.** kirjutada **4.** töötama **5.** ootama **6.** ahvatlema **7.** joosta **8.** helistama **9.** päästa **10.** õnnistama **11.** pildistama **12.** mängida

C. **1.** töötama **2.** teada **3.** kuulata **4.** kirjutada **5.** võtta **6.** kuulama **7.** huvituda

D. **1.** Ma tahan lugeda. **2.** Sa pead jooksma. **3.** Mulle ei meeldi lihtsalt istuda. **4.** Ta tuleb meid aitama. **5.** Kui sa tahad vastust, siis sa pead siiralt küsima. **6.** Ma ei tea, mida teha.

E. **1.** Kas sa võid proovida palvetada? **2.** *correct* **3.** Kas me võime alustada palvega? **4.** Millal te tahate tulla? **5.** Kiriku liikmed proovivad järgida Jeesust Kristust. **6.** Me tahame tulla õpetama.

F. **1.** You must live the Word of Wisdom before you get baptized. **2.** Jesus came so that we can return to God's presence. **3.** God can help you. **4.** Don't start to doubt yourself when you face challenges. **5.** Jesus' goal was to save mankind. **6.** Do you know how to repent? **7.** Missionaries go everywhere to teach the gospel. **8.** We want to help. **9.** The commandments show us how to behave. **10.** God, teach me to love all people. **11.** You should be respectful of all people. **12.** We invite you to be a part in the ward's activity.

G. **1.** Joseph läks metsa palvetama. **2.** Kas sa tahad saada ristitud? **3.** Jeesus tuli meid päästma. **4.** Kas me võime sisse tulla? **5.** Meie elu eesmärgiks on saada Jumala sarnaseks. **6.** Sa võid alati palvetada. **7.** Jumal tahab sind õnnistada. **8.** Sa võid õppida Jumalat usaldama. **9.** Sa peaksid hakkama tulema. **10.** Sa võid hakata Jumalast õppima. **11.** Jumal ei taha sundida sind teda armastama. **12.** Mu soov on veenda sind mind usaldama.

K. **1.** tegutseda **2.** elama **3.** saada **4.** saada **5.** võtta **6.** võtta **7.** kuuletuda **8.** jätta **9.** moonutada **10.** kuuletuda **11.** elama **12.** taastada **13.** õpetada **14.** teada **15.** arendama **16.** Elama **17.** olla **18.** alustama **19.** hüljata

14 Transitive and Reflexive Verbs

A. **1.** transitive **2.** transitive **3.** transitive **4.** reflexive **5.** transitive **6.** reflexive **7.** transitive **8.** reflexive **9.** reflexive **10.** reflexive

B. **1.** Mu ema kasvatab oma aias tomateid. **2.** Sinu usk kasvab väga kiiresti kui sa näitad üles soovi. **3.** Meie õppetund Matisega algab viie minuti pärast! **4.** Kas me võime alustada oma õppetundi palvega? **5.** Ma tahaksin uuesti selgitada ristimistalitust. **6.** Selgus, et ta enam ei tahtnud kohtuda. **7.** Mulle tuli meelde, et ma jätsin tuled põlema. **8.** Ta tuletas mulle meelde, et ma jätsin tuled põlema. **9.** Ta pöördus ringi ja hakkas meiega rääkima. **10.** Ma pöörasin oma pühakirju, et tema näeks neid ka.

C. **1.** pöörama, *trans*. **2.** ütlema, *trans*. **3.** põlgama, *trans*. **4.** ekslema, *refl*. **5.** hukkuma, *refl*. **6.** saama, *refl*. **7.** olema, *refl*. **8.** saabuma, *refl*. **9.** ütlema, *trans*. **10.** pöörama, *trans*. **11.** tuletama, *trans*. **12.** sõlmima, *trans*. **13.** tuletama, *trans*. **14.** olema, *refl*. **15.** koguma, *trans*. **16.** ütlema, *trans*.

D. **1.** Jumal pöörab laste südamed nende isade poole. **2.** Ta ütles, et ta sõber tuleb täna kirikusse. **3.** Ma peitsin oma rahakoti selle padja alla. **4.** *correct* **5.** Ma kõrvetasin oma kätt selle pliidi peal! **6.** *correct*

15 Command Form

A. **1.** armasta, armastage, armastame, armastagem, armastagu **2.** palveta, palvetage, palvetame, palvetagem, palvetagu **3.** tule, tulge, tuleme, tulgem, tulgu **4.** tee, tehke, teeme, tehkem, tehku **5.** anna, andke, anname, andkem, andku

B. **1.** Tule siia! **2.** Mine linna! **3.** Palveta kannatlikkuse eest! **4.** Loe seda raamatut, siis saad teada, et see on õige! **5.** Räägi temaga! **6.** Armasta oma ligimest!

C. **1.** Read this verse. **2.** Let's talk to him about tithing. **3.** Share your feelings about this verse. **4.** Please help us feel joy. **5.** Pray and ask if Joseph Smith was a prophet. **6.** Give us your telephone number and we'll give you ours. **7.** Bring me your favorite book, please. **8.** Let's listen to good music. **9.** Keep the commandments of God. **10.** On Sunday, testify of the influence of the Holy Ghost. **11.** Bake something good for tomorrow's baptism! **12.** Ask as many questions as you wish!

D. **1.** Õed, palun aidake meil õhtusööki valmistada. **2.** Palu neil päeviti palvetada. **3.** Andke vett neile kellel on janu. **4.** Parandage meelt, kõik te maa ääred, ja tulge minu juurde ja saage ristitud minu nimel. **5.** Aita oma kaaslastel kogeda edu. **6.** Palveta ja palu arusaamist. **7.** Kuula prohvetit. **8.** Tunnista tihti. **9.** Lõpeta õppetund palvega. **10.** Pidage meeles, et kirik algab kell 11.00. **11.** Õpetame/õpetagem vastavalt tema küsimusele. **12.** Pea käskudest kinni ja sind õnnistatakse.

E. **1.** Palun mine homme kirikusse. **2.** Ulata mulle palun see raamat. **3.** Palun tulge meiega. **4.** Loe seda raamatut.

F. **1.** *correct* **2.** Ole kannatlik! **3.** Söö oma toitu. **4.** Jagage oma tunnistust. **5.** *correct* **6.** Oota ja su vastused tulevad.

I. **1.** kuulake, vaata, vaata, säästa **2.** parandage, tulge, saage, olgu **3.** olgem **4.** pidage

J. **1.** mine oma kambrisse, palu oma isa **2.** tulge minu ligi, otsige mind usinasti, paluge, koputage **3.** uurige neid käske **4.** Organiseeruge, valmistage kõik vajalik, rajage koda **5.** sinu tahe sündigu, hiilgus olgu igavesti sinu **6.** avage oma suu, avage oma suu, ärge hoidke tagasi, avage oma suu, parandage meelt, parandage meelt, valmistage Issandale teed, tehke tema rajad sirgeks **7.** otsige Jumala kuningriiki

16 Negative Command Form

A. **1.** ära vihka, ärge vihake, ärme vihka(me), ärgem vihakem, ärgu vihaku **2.** ära valeta, ärge valetage, ärme valeta(me), ärgem valetagem, ärgu valetagu **3.** ära tule, ärge tulge, ärme tule(me), ärgem tulgem, ärgu tulgu **4.** ära tee, ärge tehke, ärme tee(me), ärgem tehkem, ärgu tehku **5.** ära anna, ärge andke, ärme anna(me), ärgem andkem, ärgu tehku

B. **1.** Ära tule siia! **2.** Ära mäleta seda. **3.** Ära võta kingi jalast ära. **4.** Ärge minge selle bussiga! **5.** Ära ava ust! **6.** Ärge tulge sisse! **7.** Ära usu temasse! **8.** Ära helista koguduse juhatajale! **9.** Ära jaga tunnistust Piiblist! **10.** Ära külasta seda vähemaktiivset liiget!

C. **1.** Ära tule siia! **2.** Ära mine linna! **3.** Ära palveta kannatlikkuse eest! **4.** Ärme anname Saatana kiusatustele järgi! **5.** Ära räägi temaga! **6.** Ära armasta oma raha!

D. **1.** Don't forget to come to church! **2.** Don't speak in English! **3.** Don't say that to us. **4.** Don't read without praying. **5.** Don't talk to him/her about the law of chastity until he/she has prayed about the Book of Mormon. **6.** Don't write to the president of the Church. **7.** Let's not go there. **8.** Don't let me grow weak. **9.** Don't sit alone on the bus. **10.** Let's not forget to invite him to be baptized! **11.** Let's not come home until we have found a family to teach. **12.** Don't judge other members.

E. **1.** Ärme õpime tervet õppetundi pähe. **2.** Ära valeta oma preesterluse juhile. **3.** Ära proovi valetada Jumalale. **4.** Ärge kartke küsida abi! **5.** Ära karda, Jumal aitab sind alati. **6.** Ärge jooge kohvi ega teed! **7.** Ära kahtle Jumalas. **8.** Palun, ära palu andeks! **9.** Ära unusta pühakirju lugeda. **10.** Ära maga pärast kella 6:30. **11.** Ära räägi sakramendikoosoleku ajal valjult. **12.** Palveta, ja ära muretse kui sa ei tea mida öelda.

F. **1.** Ära mine sinna ilma minuta. **2.** Ära anna mulle seda mantlit. **3.** Ärge unustage oma õnnistusi. **4.** Ärme pane oma usku endile.

G. **1.** Ära söö liiga palju. **2.** Ära tee suitsu. **3.** *correct* **4.** *correct* **5.** Ärge lugege raamatuid, mis pole kohased misjonäridele. **6.** *correct*

J. **1.** ära puhu enese ees sarve **2.** ärgu su vasak käsi teadku **3.** ärge olge nagu silmakirjatsejad **4.** ärge asjatult korrutage **5.** ärge saage nende sarnaseks **6.** ära saada meid kiusatusse **7.** ärge jääge kurvapalgeliseks **8.** ärge koguge endile varandusi maa peale **9.** ärge olge mures **10.** ärge olge mures **11.** ärge olge mures

K. **1.** ära kirjuta **2.** ära närtsi kauem patus, ära enam anna paika minu hinge vaenlasele, ära vihastu taas minu vaenlaste pärast, ära rauge minu kannatuste pärast **3.** ära võta vastu minu kirikusse **4.** ärge hakake vastu oma vennale **5.** ärge kartke inimeste etteheiteid, ärge kohkuge nende sõimust **6.** ärge põlake, ärge imestage, ärge kahelge **7.** ärgem laskem pead norgu **8.** ärgu olgu mingeid vaidlusi, ärgu olgu teie keskel vaidlusi

Review: Expressing Desire, Need, Preference, Intention, or Purpose

A. Peame meeles **pidama**, kui väga Taevane Isa ja Tema Poeg meid armastavad. Nad ei hülga meid ja kui otsime nende abi, ei lase nad meil katsumuste alla **mattuda**. **Tuletage** meelde Peetruse kogemust Galilea järve raevukate lainetega. Kui Peetrus tundis enda ümber külma pimedust, mõistis ta kohe, mis teda ees ootab, ning otsustas selsamal hetkel **paluda** abi. Ta ei hakanud Päästja võimeid kahtluse alla **seadma**, vaid hüüdis lihtsalt: „Issand, **päästa** mind!"

B. Pidage meeles, et need, kes meid tõeliselt armastavad, võivad **aidata** meil oma usku **kasvatada**. Kui mõistame, et valgus ja lohutus, mida Päästja võib meile **anda**, on liiga hinnalised, et seda uhkuse ohvriks tuua, siis võivad inspireeritud Kiriku juhid, vanemad ja usaldusväärsed sõbrad meid aidata. Kui seisame silmitsi küsimustega või kui meid vaevab kahtluse kiusatus, peaksime **pidama** meeles vaimseid õnnistusi ja tundeid, mis on varem meie südant ja elu läbistanud, ning **koondama** oma usu Taevasele Isale ja Tema Pojale Jeesusele Kristusele. Palveta. Ära **kahtle** oma tunnetes.

C. **1.** Kas sa tahad teada, mida Jumal meilt ootab? **2.** Kas sa palvetad meie jaoks? **3.** Ära anna Saatana kiusatustele järgi! **4.** Sa võid Jumalat leida kõiges. **5.** Palveta ja küsi kas Mormoni raamat on õige. **6.** Me tahame tulla sind õpetama. **7.** Pea kinni Jumala käskudest! **8.** Kahtle oma kahtlustes enne kui sa kahtled oma usus.

17 Conjunctions

A. **1.** sellepärast, et; sest; kuna **2.** sellepärast, et; sest; kuna **3.** kellega **4.** kui; sellel ajal kui **5.** kas **6.** kas, mis **7.** selle kaudu, et **8.** kuigi

B. **1.** Ma ei tea, kes meid aitas. **2.** Edward Partridge ei teadnud, kas ta tahab kiriku liikmeks saada. **3.** Joseph Smithile tehti jalaoperatsioon, sest tal oli jalg haige. **4.** *correct* **5.** Ma aitan inimesi, sest ma armastan Jumalat. **6.** Ma võin sinuga rääkida (samal ajal) kui sa nõusid pesed.

C. **1.** We want to see you at church tomorrow because we care about you. **2.** Do you know someone who would like to listen to our message? **3.** Teaching with members is so important because with their friendships, they make the investigators feel more comfortable. **4.** Do you have any ideas about what we could do to help these people? **5.** God needs inspired prophets because they can make His wishes known to the entire world. **6.** Your relationship with God is important to Him because He loves you. **7.** Why Mormons don't drink tea or coffee is a mystery to many. **8.** While you talk about the Word of Wisdom, I'll search for the correct scripture.

D. **1.** Uuri järele, kas nad soovivad evangeeliumist õppida. **2.** Misjonärid ei tea kunagi, kuhu nad saadetakse. **3.** Pikka aega ei teadnud ma, kas pärast surma on elu. **4.** Kuigi ma olin noor, lugesin ma Mormoni Raamatut iga päev. **5.** Ma ei tea siiamaani, miks asjad maailmas on nii nagu nad on. **6.** Ma tean, et kõigel on põhjus, sest Jumalal on kõigi jaoks plaan. **7.** Palu Jumalat, et teada, mida sa pead tegema. **8.** Ma teadsin, et pean minema misjonile pärast seda, kui Jumalalt kindla tunnistuse sain.

F. **1.** et **2.** vaid **3.** kes **4.** seepärast, et **5.** et

18 Et (The Conjunction)

A. **1.** Ma tahan lugeda. **2.** Ma usun, et see kõik on õige.

B. **1.** Oota hommikuni, et see otsus teha. **2.** Emma oli see naine, kellega Joseph abiellus. **3.** Prohvetid teadsid, et päevikusse kirjutamine on oluline. **4.** *correct* **5.** Homme läheme poodi, et nädalaks toitu osta. **6.** *correct*

C. **1.** We stay at church a bit later every Sunday to enjoy the Sabbath with other missionaries. **2.** I am content that I can serve the children of God every day. **3.** We need to always remember that God loves all His children. **4.** Joseph Smith's parents did not know that their child would be the first prophet of the last dispensation. **5.** My mother told me about how God loves all people. **6.** Once I knew that the Book of Mormon was right, I had to come on a mission.

D. **1.** Ütleme täna kirikus Silvale, et õppetund on homme õhtul kell 5. **2.** Me ootame alati ettevalmistuspäevani, et nädalaks sisseoste teha. **3.** Aita mul paremaks misjonäriks saada, et ma rohkematele inimestele evangeeliumit õpetada saaksin. **4.** Ma tean, et Jumal armastab mind. **5.** Mu ema saatis mulle paki, et ma kodu nii väga ei igatseks. **6.** Jumal andis oma ainusündinud poja, et meie saaksime pattudest puhtaks.

19 Conditional Verbs

A. **1.** Mida tema teeks? **2.** Kas sa palvetaksid? **3.** Ma tahaksin lugeda Mormoni Raamatut. **4.** Joseph Smith ei oleks seda öelnud. **5.** Jumal aitaks sind kui sa palvetaksid iga päev. **6.** Kas sa loeksid iga päev pühakirju? **7.** Kas sa tahaksid õppida Jeesusest Kristusest? **8.** Mida sa tahaksid teha?

B. **1.** teeksid **2.** tuleksite, tutvuksite **3.** tahaksin **4.** teeksid, oleksid **5.** sooviksite **6.** võiksid, prooviksid **7.** annaks, otsiksime **8.** paneksime, järgiksime, saaksime

C. **1.** Heavenly Father expects that you would share the gospel with His other sons and daughters. **2.** What would it mean if this is true? **3.** We should teach about the Atonement. **4.** If you prayed every day you would feel joy. **5.** I would come to church if I knew where it was. **6.** When would you like to be baptized?

D. **1.** Jumal oleks päästnud Nefilased, kui nad oleksid parandanud meelt. **2.** Me peaksime alati palvetama. **3.** Kuidas sa end tunneksid, kui sa oleksid Pauluse olukorras? **4.** Jumal kunagi ei laseks kiriku presidendil juhtida pühasid eksiteele. **5.** Kuningas Lamooni isa oleks andnud terve oma kuningriigi, et tunda Jumalat. **6.** Jumal võiks teid aidata iga proovilepanekuga, millega te võiksite silmitsi seista.

F. Terve inimkond oleks pidanud hukkuma.

Review: Cause and Effect

A. Meilt kui Päästja jüngritelt oodatakse, **et** me teeks plaane ja **valmistuks**. Kui seisame silmitsi küsimustega või kui meid vaevab kahtluse kiusatus, **peaksime** pidama meeles vaimseid õnnistusi ja tundeid, mis on varem meie südant ja elu läbistanud, **ning** koondama oma usu Taevasele Isale ja Tema Pojale Jeesusele Kristusele. Me peame uskuma neisse, **sest** selles usus on peidus kõige püsivam õnn.

B. Üks Päästja võimeid on see, **et** ta on võimeline lohutama, tervendama ja tugevdama kõiki mehi ja naisi kõikjal, **kuid** Ta teeb seda vaid nende puhul, kes Teda otsivad **ja** Tema abi paluvad. Kui me alanduksime Issanda ees, ta **ülendaks** meid. Ta tahab vaid, et me temasse **usuksime** ja ta abi **paluksime**.

C. **1.** Ma ei eitaks kunagi Püha Vaimu! **2.** Kas ma võin sinuga rääkida kuniks me bussi peale jalutame? **3.** Me tahame sinuga homme kokku saada, sest me hoolime sinust. **4.** Me tuleksime sinu juurde kui sa meid kutsuksid. **5.** Me peame meeles pidama, et Jumal on alati meie jaoks olemas. **6.** Ma tean kedagi, kes saaks sind aidata ükskõik millega. **7.** Ma tean, et Jumal armastab mind. **8.** Jumal annab meile käske, sest ta armastab meid.

20 Numbers

A. **1.** 66 592 **2.** 1 205 053 **3.** 791 **4.** 4003 **5.** 507 001 **6.** 1019

B. **1.** seitsesada kuuskümmend üks **2.** kaheksa tuhat viissada üheksakümmend kolm **3.** seistekümmend kuus tuhat kolmkümmend kaks **4.** kaheksa tuhat kakskümmend üheksa **5.** kümme tuhat üheksasada kaheksakümmend viis **6.** sada viiskümmend neli tuhat üheksasada kaheksakümmend kaheksa

C. **1.** Mul on kaks venda. **2.** Me tahame rääkida täna kümne inimesega. **3.** Jeesus andis preesterluse oma kaheteistkümnele apostlile. **4.** Ta räägib saja viiekümne viie inimesega.

D. **1.** I read the Book of Mormon for the first time when I was 10 years old. **2.** Our family cat is in 15 pictures on the walls of my home. **3.** We can take number 40 bus to church. **4.** Last Sunday at church, I met at least 30 new people. **5.** The Family Proclamation was revealed to the world over 10 years ago. **6.** My family has seven dogs.

E. **1.** Mu kuus venda on samuti läinud misjonile. **2.** Mul on vähemalt kümme triiksärki. **3.** Mu vanemad on olnud kakskümmend viis aastat abielus. **4.** Vanem Usevitch sõi täna hommikul üheksa muna. **5.** Mu kahel õel on oma autod. **6.** Ma tõin igast oma pereliikmest ühe pildi misjonile.

21 Using Numbers (Ordinals and as Objects)

A. **1.** kolme tuhande kolmekümnes **2.** viiesaja neljateistkümnes **3.** kahekümne tuhande teine **4.** nelja tuhande kahesaja kolmekümne viies **5.** seitmeteistkümne tuhande kuues **6.** kuuesaja üheksakümne kolmas **7.** tuhande kaheksasaja esimene **8.** üheksasaja kahekümne teine

B. **1.** The transfers are on the fifth of this month. **2.** You are my third companion. **3.** I only got to meet about 10 people at church. **4.** Will you take these two bags with you? **5.** What is the date today? (How many is today?) **6.** I didn't respond at all to the tenth person that yelled at us. **7.** The Church was founded in April, in the year of 1830. **8.** The Book of Mormon was published in March of 1830.

C. **1.** Joseph Smith sündis tuhande kaheksasaja viiendal aastal. **2.** Joseph Smith tõi plaadid koju teisel päeval pärast nende kättesaamist. Vahepeal peitis ta need õõnsa palgi sisse. **3.** Josephi perel oli kaks talu, mis asusid üksteise kõrval. Esimene neist kuulus Joseph Smith vanemale. **4.** Neli misjonäri lahkusid New Yorkist et minna laamanlaste juurde misjonile. Viies misjonär liitus nendega Ohios. **5.** Selle kuu kahekümne kolmandal kuupäeval on Joseph Smithi sünnipäev! **6.** President Thomas S. Monson on Viimse Aja Pühade Jeesuse Kristuse Kiriku kuueteistkümnes president. **7.** Harold B. Lee raamatukogu Brigham Young ülikoolis nimetati kiriku üheteistkümnenda presidendi järgi. **8.** Kas sa palun aitaksid mul need neli toidukotti trepist üles tassida?

22 Quantifiers

A. **1.** küpsist **2.** inimesi **3.** imesid **4.** aega **5.** salmi **6.** misjonäre

B. **1.** We have a goal to teach two times each day. **2.** You will be given many blessings if you keep the commandments. **3.** Nephi was faithful in fulfilling all the commandments that were given to him. **4.** Today we have several verses we think you'll like. **5.** We were only able to teach half of the lesson. **6.** We need to try a little harder to be able to do everything.

C. **1.** Ma olen poolteist aastat siin Eestis elanud. **2.** Meil on mitu Mormoni Raamatut, mis me tahame ära anda. **3.** Tal on alati palju isiklikke lugusid. **4.** Utah's on palju liikmeid. **5.** Misjonäridel on natuke aega igal nädalal, et saata e-mail oma misjoni presidendile. **6.** Jeesusel oli vähe kalu, mida ta ikka jagas viie tuhandega.

F. *1 Nefi 1:1:* **1.** kõiges **2.** palju **3.** kõik
1 Nefi 15:13: **1.** mitmeid **2.** mitu
Moosia 25:9: **1.** palju
Heelamani 13:6: **1.** palju
3 Nefi 8:15: **1.** mõned
Moroni 9:12: **1.** mõned

Review: Quality and Quantity

A. Kiriku liikmeks olemine võib mitmele inimesele tähendada vaid **paljude** käskude järgimist. Kuigi on tõsi, et Taevane Isa on oma lastele **mitmeid (palju)** käske andnud, on need käsud antud vaid meie kaitseks. Kiriku liikmetena järgime näiteks Vanas Testamendis Moosesele antud **kümmet** käsku, millest esimesed neli räägivad inimese suhtest Jumalaga ja ülejäänud kuus puudutavad inimese suhet teiste inimestega. Kiriku liikmed järgivad ka näiteks Kõlbelise Puhtuse Seadust, kuuletuvad Tarkuse Sõnale ja peavad kinni kümnise seadusest. **Esimene** neist **kolmest** kaitseb eelkõige perekondi, sest perekondades, kus peetakse kinni Kõlbelise Puhtuse Seadusest, valitseb kindlus ja usaldus.

B. Jeesus Kristus oli ka oma eluajal suurmees. Teda armastasid **paljud**. Jeesusel oli mitmeid jüngreid, kuid vaid **kaksteist** apostlit, kes temaga kõikjal käisid ning kellele ta oma kirikust õpetas. **Kolm** neist apostlitest, Peetrus, Johannes ja Juudas, on kõige tuntumad. Esimene neist, Peetrus, sest ta oli kõige vanem ja Jeesuse usaldusalune, **teine**, Johannes, kuna ta oli kõige noorem ja keda Piibli järgi Jeesus kõige enam hoidis, ja **kolmas** Juudas, kuna tema oli see, kes Jeesuse reetis. Tol saatuslikul neljapäeva õhtul reetis Juudas oma õpetaja Jeesuse **kolmekümne** hõbetüki eest andes talle sõdurite ees suud ja öeldes: "rabi". Õhtusööki, mis sellel neljapäeval toimus, teavad maailmas **miljonid** Püha Õhtusöömaajana, mille on surematuks maalinud näiteks Leonardo da Vinci.

C. **1.** Jeesusel Kristusel oli kaksteist apostlit. **2.** Me tahame täna kaheksa inimesega rääkida. **3.** Ma arvan, et me näeme oma misjonil palju imesid. **4.** Talvel on tänavatel vähe inimesi. **5.** Mul on mitu sõpra kes läksid misjonile siis kui minagi. **6.** Joseph Smith suri aastal tuhat üheksasada nelikümmend neli. **7.** See on kolmas korter milles oma oma misjoni jooksul elanud olen. **8.** Kas sa loeksid palun need viis salmi?

23 Adjectives

A. **1.** tähtis - important **2.** lühikene - short **3.** suur - large, great **4.** hea - good **5.** veenev - convincing **6.** raske - hard, meeldiv - enjoyable **7.** surematu - immortal **8.** noor - young

B. **1.** raskeid, võõraid - I like to learn difficult/strange words. **2.** võrdsed - We are all equal in the eyes of God. **3.** edukas, alandlik, kannatlik - You can know from that whether you've been a successful/humble/patient missionary. **4.** suurele - Nephi went to the big mountain to receive revelation. **5.** kannatlik - God is patient with us even when we make mistakes. **6.** vanale - We gave the Book of Mormon to that old man. **7.** alandlikuks - Alma saw that trials had made them humble. **8.** võõraste, raskete - On your mission, you can face many strange/hard things.

C. **1.** Jumal tahab, et me oleksime alandlikud. **2.** Tal ei ole head põhjust mitte ristitud saada. **3.** Ma tahaksin rääkida selle noore mehega. **4.** Ma tahan seda raamatut lugeda.

D. **1.** Ma usun, et Jumal annab meile kõigile vastused läbi vaiksete tunnete. **2.** *correct* **3.** Jumal ja Jeesus Kristus on täiuslikult armastavad. **4.** Need pühakirjad on olnud mul ristimisest saadik olemas olnud, ja need on mulle väga kallid. **5.** Meie koguduse koosolekud toimuvad selles kollases hoones. **6.** *correct* **7.** Ma tahan õhtusöögiks midagi maitsvat. **8.** *correct* **9.** Tal kasvab tugev tunnistus. **10.** Need inimesed on pikad.

E. **1.** I like a snowy winter. **2.** Sometimes I don't want to do hard things, but I know that they are beneficial for me. **3.** On their missions, missionaries can listen to spiritual music. **4.** Joseph Smith always tried to be an obedient prophet, but even the best men make simple mistakes. **5.** I never want to make a single stupid mistake. **6.** In the summer, the weather in Estonia is very humid and hot.

F. **1.** Kas sa tead kui pikad ta vanemad on? **2.** Need raamatud on räpased! **3.** Jeesus armastas alati vaeseid inimesi. **4.** Anname talle selle imelise raamatu! **5.** Mul on kolm vanemat venda. **6.** Vanalinnas on palju ilusaid hooneid.

I. *Alma 22:15* **1.** igavene (eternal) **2.** paheline (wicked) **3.** viimne or viimane (last) **4.** suur (great, large)
2. Nefi 4:27 **1.** vihane (angry)
Moroni 7:45 **1.** pikameelne (patient, long-suffering) **2.** lahke (kind) **3.** iseennast täis (full of oneself) **4.** kergesti ärritatav (easily angered/provoked) *1. Nefi 8:4-5* **1.** pime (dark) **2.** sünge (dreary, grim) **3.** valge (white) *1. Nefi 8:9-11* **1.** suur (great, large) **2.** avar (open, spacious, spread out) **3.** ihaldusväärne (desireable) **4.** õnnelik (happy) **5.** magusam (sweeter) **6.** valge (white) **7.** valgem (whiter) *Heelamani 12:5* **1.** kärme (quick, fast) **2.** uhkust täis (full of pride) **3.** kärme (quick, fast) **4.** aeglane (slow) **5.** lahti (open) **6.** aeglane (slow)

K. **1.** surelik **2.** füüsiline **3.** täiuslik **4.** halastav **5.** keskne **6.** igavene **7.** suurim **8.** igavene **9.** maine

24 Adverbs

A. **1.** kiiresti, *quickly*, kiire **2.** tavaliselt, *normally*, tavaline **3.** noorelt, *at a young age*, noor **4.** hästi, *well*, hea **5.** valesti, *incorrectly*, vale **6.** ilusti, *beautifully*, ilus **7.** usinalt, *diligently*, usin **8.** võrdselt, *equally*, võrdne

B. **1.** Sa tulid siia päris kiiresti. **2.** Ta laulab väga hästi. **3.** See mees räägib väga alandlikult. **4.** Miks ta sõidab nii aeglaselt?

C. **1.** I came here quickly. **2.** He normally answers very shortly (with very few words). **3.** He learned when he was young that you are not allowed to take the name of God in vain. **4.** I'm doing well, thanks for asking! **5.** The witnesses make sure that it is not done incorrectly. **6.** My companion sings so beautifully! **7.** Missionaries work diligently to help others. **8.** God treats all people equally.

F. *1. Nefi 22:19* **1.** kindlasti, *surely*, kindel
2. Nefi 13:5 **1.** uhkelt, *proudly*, uhke
Moosia 1:7 **1.** usinalt, *diligently*, usin **2.** vastavalt, *accordingly*, vastav
Alma 8:25 **1.** prohvetlikult, *prophetically*, prohvetlik
Alma 32:36 **1.** samuti, *also*, n/a **2.** ainult, *only*, ainus
3. Nefi 1:17 **1.** lühidalt, *briefly*, lühi(kene) **2.** ülimalt, *exceedingly*, ülim

26 Comparatives

A. **1.** kiire, kiirem, kõige kiirem, kiireim **2.** hea, parem, kõige parem, parim **3.** rõõmus, rõõmsam, kõige rõõmsam, rõõmsaim **4.** õnnelik, õnnelikum, kõige õnnelikum, õnnelikem **5.** halb, halvem, kõige halvem, halvim **6.** rahulik, rahulikum, kõige rahulikum, rahulikem

B. **1.** Perekond on tähtsam. Perekond on kõige tähtsam/tähtsaim. **2.** Mormoni Raamat on pikem. Mormoni raamat on kõige pikem/pikim. **3.** Selestiline kuningriik on parem kuningriik. Selestiline kuningriik on kõige parem/parim kuningriik. **4.** Minu noorem õde käib koolis. Minu kõige noorem/noorim õde käib koolis.

C. **1.** rahulikult, rahulikumalt, kõige rahulikumalt **2.** kehvasti, kehvemini, kõige kehvemini **3.** ilusit, ilusamini, kõige ilusamini **4.** tõsiselt, tõsisemalt, kõige tõsisemalt

D. **1.** Minu vanem vend teenis misjonit ustavamalt. Minu vanem vend teenis misjonit kõige ustavamalt. **2.** Ta saab vastuseid kiiremini kui ta loeb Mormoni raamatut. Ta saab vastuseid kõige kiiremini kui ta loeb Mormoni raamatut. **3.** Liikmed ei räägi aeglasemalt. Liikmed ei räägi kõige aeglasemalt. **4.** Ta ütles seda kõvemini. Ta ütles seda kõige kõvemini.

E. **1.** suurem **2.** vanem **3.** kallimat **4.** puhtam **5.** kõige noorem / noorim **6.** kõige raskem / raskeim

F. **1.** Money is not more important than the gospel **2.** The members who attend church now are more faithful. **3.** My testimony is stronger than it was before. **4.** Today we see temples more frequently. **5.** God is more powerful than Satan. **6.** Adam was the oldest prophet.

G. **1.** Me õpetame koos liikmetega tihedamini nüüd kui enne. **2.** Pühakirjad on kullast kallimad (kallimad kui kuld). **3.** Usk on kõige olulisem põhimõte evangeeliumis. **4.** Valgus säras eredamalt kui päike. **5.** Nefi järgis oma isa käske kõige kuulekamalt. **6.** Kahe tunnistaja tunnistus on veenvam kui ühe.

L. **1.** kõige hinnalisem **2.** magusam kõigest magusast **3.** valgem kõigest valgest **4.** puhtam kõigest puhtast

M. **1.** kõrgeimas kuningriigis **2.** madalaimas kuningriigis

27 The *ni-* and *na-* Cases

A. **1.** homseni **2.** noorena **3.** ristmikuni **4.** kolmeni **5.** ettekandjana **6.** alguseni **7.** esindajana **8.** ajani

B. **1.** At church we learn principles that pave the way to happiness. **2.** Walk to the store, we will meet you there. **3.** As a missionary, I devote my life to God for a couple of years. **4.** I don't know if I can wait until the morning to share my testimony. **5.** As disciples of Christ, we always need to remember the commandment to love one another. **6.** Personal study time is every morning from eight to nine. **7.** As a mission president, President Harding receives revelation for all missionaries in the Baltic mission. **8.** I am happy I can serve my fellow men every day from morning until the evening.

C. **1.** Kirik kestab kella üheni. **2.** Templit tuntakse ka Jumala kojana. **3.** Prohvetid tegutsevad Jumala sõnumitoojatena. **4.** Usust taganemise lõpptulemusena ei teadnud inimkond lihtsaid tõdesid Jumalast. **5.** Kuni taastamiseni ei olnud preesterluse väge maa peal. **6.** Ausa inimesena ei juhi ma sind kunagi teadlikult eksiteele. **7.** Me elasime oma Taevaisa vaimulastena, enne kui sündisime siia maa peale. **8.** Me ei näe teda järgmise nädalani.

Review: Describing Objects and People

A. Palju aastasadu on Jeesuse Kristuse evangeelium inspireerinud usku ja pannud aluse käitumisnormidele, mis määravad, mis on **õigemeelne**, ihaldusväärne ja **moraalne** ning toob kaasa õnne, rahulolu ja **rõõmu**. Usk Issandasse Jeesusesse Kristusesse ei ole midagi, mis vabalt õhus ringi hõljub. Usk ei lange meie peale **juhuslikult** ega püsi meiega sünnieesõiguse pärast. Usk on, nagu pühakirjad ütlevad, „kindel usaldus, … veendumus selles, mida ei nähta". Usust kiirgab valgust ja see valgus on **märgatav**. Teie usk kas kasvab **tugevamaks** või jääb **nõrgemaks**. Jumala **lastena** oleme kõik võimelised Teda uskuma, ja Tema evangeelium võib viia kõik, ka meie **pojakesed** ja tütrekesed meeletu **rõõmuni**.

B. Kui Joseph Smith oli noor, otsis ta **pidevalt** tõde. Ta ei teadnud, millised usulahud on **õiged** ja millised neist on eksiteel. Tõde otsides läks Joseph Smith ühel **ilusal** hommikul metsasallu ja palvetas, et teada saada, mis on õige. Kui Joseph palvetama hakkas, nägi ta ühtäkki enda pea kohal **eredat** valgust, mis tasapisi **temani** jõudis. Olles näinud ja Jumalat ja tema armastatud Poega, tundis Joseph **võimsalt**, et ta ei tohiks ühegi teise kirikuga liituda. Küsimuste ja kahtluste korral on alati kõige **parem** mõte minna oma küsimustega Jumala ette ja talle palves siiralt oma küsimused esitada. Taevase Isana võtab Jumal siis sind enda pihku nagu **lambukese**, ja vastab su küsimustele.

C. **1.** Läheme oma plaaniga edasi. **2.** Kirikus õpime põhimõtteid, mis viivad meid õnneni. **3.** Mu õeke ristiti eelmisel nädalal. **4.** Misjonärina olen ma Jeesuse Kristuse esindaja. **5.** Jumal kohtleb kõiki inimesi võrdselt. **6.** Me peame alandlikult palvetama. **7.** Ma tahan õhtusöögiks midagi maitsvat. **8.** Jumal tahab, et me oleksime kannatlikud.

28 The Simple Past Tense

A. **1.** elasin, elasid, elas, elasime, elasite, elasid, ei elanud **2.** tegin, tegid, tegi, tegime, tegite, tegid, ei teinud **3.** kuulsin, kuulsid, kuulis, kuulsime, kuulsite, kuulsid, ei kuulnud **4.** soovisin, soovisid, soovis, soovisime, soovisite, soovisid, ei soovinud **5.** surin, surid, suri, surime, surite, surid, ei surnud **6.** tõusin, tõusid, tõusis, tõusime, tõusite, tõusid, ei tõusnud **7.** palusin, palusid, palus, palusime, palusite, palusid, ei palunud **8.** leidsin, leidsid, leidis, leidsime, leidsite, leidsid, ei leidnud **9.** sõin, sõid, sõi, sõime, sõite, sõid, ei söönud **10.** rääkisin, rääkisid, rääkis, rääkisime, rääkisite, rääkisid, ei rääkinud **11.** tulin, tulid, tuli, tulime, tulite, tulid, ei tulnud **12.** lõin, lõid, lõi, lõime, lõite, lõid, ei loonud **13.** õpetasin, õpetasid, õpetas, õpetasime, õpetasite, õpetasid, ei õpetanud **14.** tundsin, tundsid, tundis, tundsime, tundsite, tundsid, ei tundnud **15.** lõin, lõid, lõi, lõime, lõite, lõid, ei löönud

B. **1.** õpetasid **2.** lubas **3.** ilmus, rääkis **4.** tõlkis **5.** käisime, õppisime **6.** palusime, luges **7.** unustasin **8.** ütles, ei osanud **9.** palvetas **10.** täitis, suri

C. **1.** Sina elasid Jumalaga enne seda elu. **2.** Eile me tulime siia. **3.** Jüri sai eelmisel aastal ristitud. **4.** Kui Jeesus elas Jeruusalemmas, kutsus ta apostleid. **5.** Kui Jeesus suri ristil, sai lepitus täidetud. **6.** Eelmisel esmaspäeval kirjutasime oma peredele. **7.** Täna hommikul ma tundsin vaimu kui ma õppisin. **8.** Meie pidime ka noorena palvetama, et teada, kas Mormoni raamat oli õige. **9.** Ma tahtsin minna misjonile kui olin noorem. **10.** Kas lugesite lastena Piiblit?

D. **1.** Lehi lived in Jerusalem. **2.** Prophets wrote the Book of Mormon. **3.** I read the Book of Mormon and prayed. **4.** Did you all attend church? **5.** We testified of the Restoration. **6.** The Kõivs went to Salt Lake City for the general conference a couple years ago! **7.** I knew as a little boy that God loves me. **8.** This morning I did not want to wake up, but I did anyway because that is my duty.

E. **1.** Jumal lõi maailma. **2.** Laaman ja Lemuel ei kuulanud. **3.** Saatan ei tahtnud, et Joseph palvetaks. **4.** Moroni hoiatas Josephit ahnuse eest. **5.** Me lootsime, et sa lugesid Mormoni raamatut. **6.** Esimestel Pühadel polnud väga lihtne elu. **7.** Ma vist ei joonud eile piisavalt palju vett. **8.** Kas sa tundsid end palvetades hästi?

G. **1.** hakkasin **2.** nägin **3.** muutus **4.** ilmus **5.** seisis **6.** ei puudutanud **7.** kandis **8.** oli **9.** olin **10.** olid **11.** olid **12.** olid **13.** märkasin **14.** ei kandnud **15.** oli **16.** võisin **17.** ei olnud **18.** oli **19.** oli **20.** oli **21.** oli **22.** vaatasin **23.** lõin **24.** kadus **25.** kutsus **26.** ütles **27.** ütles **28.** ütles **29.** andis **30.** teatas **31.** tegi

I. **1.** nägin **2.** oli **3.** laskus **4.** langes **5.** nägin **6.** pöördus **7.** osutas **8.** ütles

29 The Perfect Tenses

A. **1.** lugenud **2.** laulnud **3.** öelnud, ütelnud **4.** teinud **5.** õnnistanud **6.** palvetanud **7.** heitnud **8.** tulnud **9.** õpetanud **10.** saanud

B. **1.** olen tahtnud **2.** oleme õpetanud **3.** olen tunnistanud **4.** oleme söönud **5.** on tulnud **6.** olete läinud **7.** oled lugenud **8.** on aidanud **9.** on palunud **10.** olen õppinud

C. **1.** Missionaries have been in Estonia for over 20 years. **2.** I have read the Book of Mormon and prayed to find out if it is true. **3.** Christ has paid for our sins. **4.** We have learned a lot of Estonian. **5.** Have you ever been religious? **6.** I haven't always been sure whether I wanted to come on a mission.

D. **1.** Jumal on andnud meile viisi, kuidas saame oma pattudest vabaks saada. **2.** Me oleme õppinud ja palvetanud sinu küsimuse üle. **3.** Nefi ei olnud kunagi enne ehitanud laeva, aga ta usaldas Jumalat. **4.** Ma ei ole kunagi Jeruusalemmas käinud, aga ma tean et Jeesus on Kristus. **5.** Imed ei ole lõppenud. **6.** Ma olen alati teadnud, et Jumal mind armastab.

G. **1.** on näidanud **2.** oleme näinud **3.** (oleme) hoidnud **4.** on saanud **5.** oleme rääkinud **6.** oleme näinud

H. **1.** on armastanud **2.** (on) muretsenud **3.** on pöördunud **4.** on otsustanud **5.** on eiranud **6.** (on) moonutanud **7.** on võtnud **8.** on pöördunud **9.** (on) ilmutanud

30 Compound Verbs

A. **1.** Tihtipeale hindavad inimesed oma võimeid üle. **2.** Ma ei anna alla. **3.** Ma tahan selle kindlaks teha. **4.** Kas sa saad sellest aru? **5.** Ära maga mitte mingil juhul sakramendikoosolekut maha. **6.** Tule, tõuse ruttu üles!

B. **1.** We cannot judge other people. **2.** When I came on my mission, I memorized Joseph Smith's First Vision. **3.** Definitely write that down, I don't want to forget it! **4.** It seems like Sergei has repainted his house. **5.** God wants us to forgive each other. **6.** It seems like Jane will be married soon. **7.** God will always forgive us if we ask it. **8.** I'm not sure I understand everything exactly.

C. **1.** Jumal tahab, et me peaksime temast lugu. **2.** Ma olen nii näljane, et ma võiksin hobuse nahka panna! **3.** Misjonipresident tahab, et ma selle joonde ajaks. **4.** Pane tähele, varsti korjame oma töö vilju. **5.** Misjonipresident kirjutab ka su templisoovitusele alla. **6.** Mu tähelepanu ei ole alati kõige parem. **7.** Ära ole rahulolematu. **8.** Ma ei taha kunagi Püha Vaimu annist ilma jääda.

31 The s-Cases

A. **1.** Jeesusesse Kristusesse **2.** kirikus, evangeeliumist **3.** Ameerikast **4.** templisse **5.** taevas **6.** koolis **7.** vendadest **8.** südames

B. **1.** sinisest, sinises, sinisesse **2.** peast, peas, peasse, pähe **3.** koolist, koolis, koolisse, kooli **4.** kirikust, kirikus, kirikusse **5.** Tallinnast, Tallinnas, Tallinnasse, Tallinna **6.** veest, vees, veesse, vette **7.** majast, majas, majasse, majja **8.** tulest, tules, tulesse, tulle

C. **1.** There are over 145 temples in the world, and the closest one is in Helsinki. **2.** Nephi wrote in his book only those things that are useful to people. **3.** When the Spirit moves the heart, a change takes place in the heart. **4.** If he were to get baptized then he would become a missionary. **5.** Our new life begins at baptism. **6.** If we believe in the Atonement, then our fears will disappear.

D. **1.** Kas sa tahad kirikus kokku saada? **2.** Jumala silmis on pühapäev eriline päev. **3.** Kui me rakendame usku Jeesusesse Kristusesse, siis ta võib meid terveks teha. **4.** Surm on osa päästmisplaanist. **5.** Homme läheme linna Gretet õpetama. **6.** Täna räägime sellest, kuidas hingamispäeva pühitsemine võib sind aidata.

G. **1.** linnas **2.** pattudes **3.** pattudest

H. **1.** füüsilisest surmast **2.** protsessist **3.** surelikest **4.** vaimumaailma **5.** selles elus **6.** õnne- ja rahuseisundis **7.** murest **8.** vaevast **9.** selles elus **10.** õnnetus olukorras **11.** vaimumaailmas **12.** vaimumaailma

32 The *l*-Cases

A. **1.** järgmisel nädalal **2.** vasakule, tänavale **3.** kellele **4.** Jumalale **5.** maalt **6.** temalt **7.** meil **8.** mul **9.** temalt **10.** kirikuga tutvujale **11.** maal **12.** tööle

B. **1.** In sacrament meeting we remember Jesus and renew our covenants. **2.** Right now, while I'm on a mission, I try to help others feel that joy. **3.** What do you expect from our visits? **4.** The scriptures show us God's works. **5.** In addition to baptism, there are other covenants we make with God. **6.** No matter what your needs or concerns are, you can receive help from the Savior and His teachings. **7.** Jesus died on the cross so that we can be saved. **8.** Throughout history God has called prophets. **9.** Your faith grows through prayer. **10.** An ancient record was on the gold plates.

C. **1.** Jeesuse ülestõusmine võimaldab meil elada pärast surma. **2.** Ilmutus on sõnum Jumalalt. **3.** Me laseme sul mõelda selle pühakirjakoha peale. **4.** Sa leiad pühakirjadest oma küsimusele vastuse. **5.** Me andsime oma kirikuga tutvujale ristimiskuupäeva. **6.** Jumal laseb meil ise valida. **7.** Alma 5 vastab sinu küsimusele. **8.** Jumal teeb imesid vastavalt meie usule. **9.** Lehhi lahkus Jeruusalemmast aastal 600 eKr. **10.** Tal võiks olla aega, et meiege homme kohtuda. **11.** Jumalal olid head põhjused oma preesterlust ära võtta. **12.** Kui me vaatame Jumalale, me leiame vaimset jõudu.

E. **1.** ülemvalitsejale **2.** Pahoranilt **3.** ülemvalitsejalt **4.** Moronile **5.** ülemjuhatajale **6.** sulle **7.** mulle **8.** neile **9.** minult **10.** eksiteele **11.** endale **12.** maale **13.** mul **14.** meile **15.** meile **16.** suurel **17.** hulgal **18.** meile **19.** endale **20.** kuningale **21.** laamanlastel **22.** sellele **23.** vabadusele **24.** pahelisusele **25.** maal **26.** orjaikkele **27.** meil **28.** meil **29.** vaelastele **30.** temale **31.** halvale **32.** näol **33.** Jumala Vaimule

33 Reflexive Pronouns

A. **1.** enda **2.** oma **3.** oma **4.** oma **5.** oma **6.** end **7.** enda

B. **1.** Don't be so hard on yourselves. **2.** I forgot to bring my backpack. **3.** You should put the needs of your spouse before your own. **4.** Don't think about yourselves—only think of those who you serve. **5.** Try to love yourselves. **6.** He's using a recipe from his mom's cookbook. **7.** Don't blame yourself for other people's mistakes. **8.** Are you talking to yourself? **9.** We know this from our own experience. **10.** Did you really build this house by yourselves?

C. **1.** Ta ütles mulle ise, et tahab saada ristitud. **2.** Jeesus tõmbab mind enda poole. **3.** Ma üritan aru saada oma vanemate ideedest. **4.** Kas sa tahtsid seda täiesti ise teha? **5.** Sa võlgned seda endale. **6.** Kui sa tahad, mine osta endale uus ülikond. **7.** Ma saatsin oma kaaslase kööki, et ta mulle küpsiseid tooks. **8.** Mu vanemad värvisid oma maja sama värvi kui nende auto. **9.** Ma lõikasin oma juukseid. **10.** Ta teeb seda ainult enda jaoks.

34 The *-gi* and *-ki* Endings

A. **1.** Mu vanemadki armastavad mind väga. **2.** Seegi kell käib taha. **3.** Õde Timakov tõi meilegi kooki. **4.** Minagi tean, et eestlased ei ole väga avatud rahvas. **5.** Jeesus armastab mindki. **6.** See naine tahtis misjonäridegagi rääkida.

B. **1.** My parents love me very much. Even my parents love me very much. **2.** This clock is slow. Even this clock is slow. **3.** Sister Timakov brought us cake. Sister Timakov brought cake to us as well (even to us). **4.** I know that Estonians are not a very open people. Even I know that Estonians are not a very open people. **5.** Jesus loves me. Jesus loves even me. **6.** That woman wanted to speak to the missionaries. That woman even wanted to speak with the missionaries.

C. **1.** The prophet is someone who has authority to lead the Church. **2.** Do you know anyone that knows how to fix cars? **3.** If people don't learn anything about the gospel in this world, they will do so in the spirit world. **4.** We want to serve someone! **5.** Could you refer us to someone who we could talk to? **6.** I don't know anyone that's perfect. **7.** You can do something kind for them. **8.** We will not forget anything at the judgement. **9.** Are you not willing to speak to anyone? **10.** Nobody knows exactly what will happen after death.

D. **1.** Jumal ei anna kiriku juhtimise volitust kellelegi peale prohveti. **2.** Kas me õpetame kedagi, kes valmistub ristimiseks? **3.** Me ei mäleta midagi, mis enne seda elu juhtus. **4.** Ma loodan, et me saame sel nädalal kedagi õpetada! **5.** On oluline, et me ei teeks midagi, et koguduse liikmete usaldust kaotada. **6.** Maarja ei näinud hauas kedagi. **7.** Pane uks kinni ja söö midagi. **8.** See kirikuga tutvuja rääkis nii kiiresti, et ma ei saanud millestki aru. **9.** Keegi ei peaks teistelt täiuslikkust ootama. **10.** Me ei tea vahetuste kohta veel mitte midagi.

Review: Narrating Experiences and Telling Stories

A. Issand juhib Tema Kirikut elavate prohvetite ja apostlite kaudu. See on viis, kuidas Ta on alati **oma** tööd **teinud**. Tõepoolest **õpetas** Päästja: „Tõesti, tõesti ma ütlen teile, et kes vastu võtab selle, kelle ma läkitan, see võtab mind vastu." Me ei saa lahutada Kristust Tema **teenijatest**. Ilma Tema esimeste apostliteta ei oleks meil pealtnägijate ülestähendusi paljudest Tema **õpetustest**, Tema **teenimistööst**, Tema kannatustest Ketsemani aias ja Tema surmast **ristil** ning **ülestõusmisest**. **Apostlitel** lasub tähtis töö **Jeesusest** tunnistada.

B. Kuna pered on Jumala poolt seatud, on nad kõige tähtsamaks sotsiaalseks üksuseks **ajas** ja **igavikus**. Jumal **on loonud** perekonnad, et tuua õnne oma **lastele**, võimaldada neil õppida õigeid põhimõtteid **armastavas** õhkkonnas ja valmistada neid ette igaveseks eluks. Kas sinu lapsepõlvekodu põhines evangeeliumi **põhimõtetel**? Evangeeliumi **põhimõtetele** rajatud kodu muutub justkui varjupaigaks. Sellest saab koht, kus võib viibida Issanda Vaim, õnnistades pereliikmeid rahu, rõõmu ja õnnega. **Pea** alati **meeles**, et Jumal armastab kõiki oma lapsi, ja **keegi** ei ole ta armastusest välja arvatud. **Meiegi** peame kõiki tema lapsi armastama, kuid eriti peame kaitsma **enda** kodus neid, kes meie hoole alla usaldatud on.

C. **1.** Kellele sa selle raamatu annad? **2.** Prohvetid on õpetanud, et perekond on Jumala poolt seatud. **3.** Me ei tohiks kunagi teiste üle kohut mõista, sest me ei tea nende olukordi. **4.** Me kõik elasime Jumalaga enne seda elu. **5.** Me ei saa oma patte ise ära kustutada, me vajame abi. **6.** Kas sa oled kunagi palvetanud? **7.** Ma tahan saada tagasi oma Taevase Isa juurde. **8.** Mu isa ristis mind kui ma olin kaheksa aastane.

35 Date and Time

A. **1.** kümme minutit pärast kuute. **2.** pool viis **3.** kümne minuti pärast neli

B. **1.** What date is it today? **2.** Today, it is February 23rd. **3.** What time is the baptismal service? **4.** On Monday we're going to visit the Jõgi family for family home evening. **5.** We have to catch the five o'clock trolley! **6.** Our bus to Tartu leaves at two thirty. **7.** This morning I woke up at 5:45. **8.** Our lesson in the teaching center got pushed to 6:15.

C. **1.** Kirik lõppeb kell kaks. **2.** See üritus kestab reedel kella seitsmest kaheksani. **3.** Mu sünnipäev on kahekümne neljandal augustil. **4.** Ma sündisin aastal tuhat üheksasada üheksakümmend kuus. **5.** Me peame kirikusse jõudma kell kümme viiisteist (veerand üksteist) kui sakramendikoosolek algab kell üksteist. **6.** Misjonärid peavad igal õhtul kell kümme kolmkümmend õhtul (pool üksteist, kakskümmend kaks kolmkümmend) magama minema. **7.** Viimane buss Pärnust Tallinnasse lahkub kell kakskümmend üks null viis (üheksa null viis õhtul). **8.** Kuidas oleks kui me kohtume sinuga kirikuhoones kell kaksteist viisteist (veerand üks)? **9.** Me alustasime kaaslasega õppimist kell üheksa kümme täna hommikul. **10.** Ma lahkun Tartust kahekümne neljandal juulil, kaks tuhat kuusteist.

36 Telling Time

A. **1.** We won't make it to the bus before seven o'clock! **2.** Number 40 bus leaves from the stop at eight minutes past five (5:08). **3.** It is already fifteen past four (4:15)! **4.** In five minutes, it is eleven o'clock and the sacrament meeting will begin! **5.** We will come to Tartu in two days. **6.** We will be in Pärnu for four days. **7.** Usually, it takes around thirty minutes to make preparations for food. **8.** It takes around fifteen minutes to drive from Kesklinn to Mustamäe.

B. **1.** Kirikust meie korterisse jalutab umbes kümme minutit. **2.** Kell on juba kaheksa minutit kuus läbi, ma nälgin! **3.** Kuidas oleks kui me sööme kuskil ühe paiku? **4.** Me jõuame sinna kuskil nelja paiku. **5.** Kas ma võin sulle tagasi helistada viieteistkümne minuti pärast? **6.** Me tulime Eestisse kaheks aastaks. **7.** Ma olen Eestis olnud ainult kaks kuud. **8.** Me jääme oma õppetundi hiljaks, kell on viie minuti pärast kolm!

37 Prepositions and Postpositions

A. **1.** kohta → enese **2.** kohta → laste **3.** kohta → inimeste **4.** peale → meie endi hoolealuste

C. **1.** In the triple combination, the Doctrine and Covenants is between the Book of Mormon and the Pearl of Great Price. **2.** I will put that behind my ear (I will keep that in mind). **3.** His companion runs beside him. **4.** Would you sit onto the chair, please? **5.** Yesterday, we drove around the lake with the members. **6.** Can we come in? **7.** Elder, come here, I want to show you something! **8.** We haven't been there before, should we go?

D. **1.** Me tulime Taevase Isa juurest siia. **2.** Ma võtsin oma pühakirjad oma kotist välja. **3.** Lähme välja ja leiame kedagi, keda õpetada! **4.** Kui me palvetame, me palvetame Taevase Isa poole Kristuse nimel. **5.** Eile jalutasime läbi terve linna. **6.** Me saame pühakirjade kaudu ilmutust. **7.** Tule, seisa mu taha, selles aias on koer! **8.** Kuhu poole te ütleksite, et mu kaaslane läks?

F. **1.** seas **2.** ees **3.** sisse

G. **1.** pärast **2.** poole **3.** Juurde **4.** üle **5.** poole **6.** üle **7.** kaudu

38 The *ta*- and *ga*-Cases

A. **1.** sinuta **2.** Jeesusega **3.** kaasluseta **4.** nimesildita **5.** üksteisega **6.** teiega **7.** lepituseta **8.** perega

B. **1.** I hope that drunk people won't come to talk to us today. **2.** I don't know how we would manage without buses in this town. **3.** God wants to communicate with us through prayer. **4.** Without God, none of us would be here. **5.** Without Joseph Smith's revelation we wouldn't have priesthood in this day. **6.** I don't know whether I could have traveled to Utah with the pioneers. **7.** I am content with today's lessons! **8.** Without the support of my family, I would not have overcome my trials. **9.** The goal of all of us is to return to live with God. **10.** Lehi did not want to go to the new world without his family.

C. **1.** Me elasime oma helde Jumalaga enne kui me tulime maa peale. **2.** Ilma Püha Vaimuta ei saa sa õpetada võimsalt. **3.** Mida tähendab "osta piima ilma rahata ja ilma hinnata"? **4.** Jumala abiga oli isegi vaene põllumees võimeline tõlkima Mormoni raamatu. **5.** Kümnise rahaga ehitab Kirik hooneid ja aitab inimesi. **6.** Me ei saa oodata, et elaksime terve elu ilma raskusteta. **7.** Ma ei tahaks kunagi elada ilma võimsa teadmiseta igavikulisest evangeeliumist. **8.** Kas nägid seda sinise lipsuga meest kirikus? **9.** Püha Vaim oli alati koos Josephiga. **10.** Lucy leinas oma poja Alvini surma oma abikaasa Joseph Smith Sr. toetusega.

E. ***1.*** *2 Nefi 1:32* seemnega **2.** *2. Nefi 30:2* muuga, nendega **3.** *Moosia 21:30* temaga, jõu ja väega, usuga **4.** *Alma 6:7* käega, mõõgaga **5.** *Heelamani 10:6* näljaga, katkuga, hävitusega **6.** *2. Nefi 7:10* valguseta **7.** *2. Nefi 9:50* rahata, hinnata **8.** *Alma 60:16* sõjata, kuningameesteta, meiega **9.** *Moroni 9:18* korrata, halastuseta **10.** *3. Nefi 6:24* võimuta

Review: Time, Date, and Location

A. Kaheksakümnendatel hakkasid Soomes Helsingi misjonil teenivad misjonärid ühendust võtma Nõukogude **kodanikega**, kes Soomet külastasid. Samuti, soomlastest Viimse-Aja Pühad hakkasid tolleaegselt Nõukogude Liidu liikmesriiki Eestisse reisima, kus nad hakkasid evangeeliumi levitama. Tallinn, Eesti pealinn, oli üheks nendest algsetest ühenduspunktidest. **Selle jutlustamise** kaudu hakkasid mõned eestlased ka Kirikust huvi tundma. Esimene kogudus endises Nõukogude Liidus loodi Tallinnas, **kahekümne kaheksandal** jaanuaril tuhat üheksasada üheksakümmend. Peep Kivit sai hiljem esimeseks eestlasest koguduse juhatajaks. Tuhande üheksasaja üheksakümne esimese aasta **septembris** loodi veel kaks kogudust: üks eestikeelne, teine venekeelne. Kirik Eestis sai valitsuselt tunnustuse **teisel juulil** tuhande üheksasaja üheksakümnendal aastal. Esimene kirikuhoone Balitkumis pühitseti Tallinnas tuhande üheksasaja üheksakümne üheksanda aasta novembris. Mormoni Raamat anti eesti keeles **esimest korda** välja jaanuaris aastal kaks tuhat. See oli imeline sündmus Eesti liikmetele, kes selle ajani olid pidanud soome, rootsi, inglise, või vene keels lugema Mormoni Raamatut. Tõlkimine ei oleks olnud võimalik ilma liikmete osava **abita**.

B. Ma tulin MKKsse kahekümne kolmandal **novembril**. Kohe oma esimesel päeval õppisin ma oma eesmärgi, milleks on kutsuda teisi tulema Kristuse juurde **evangeeliumi** kaudu. Enne siia **tulekut** ei olnud ma kunagi pidanud **kellegi** teisega tuba jagama, niiet see oli **minu** jaoks suur muutus, aga minu kaaslane on väga hea mees. Meil on iga päev kell pool **kaheksa** isiklik õppimisaeg, ja pärast **seda** lähme sööklasse hommikust sööma. Ma olen siin veel kuus nädalat, ja ma siis lähen Eestisse. Ma ei ole veel isegi kõiki oma riideid **kohvrist** välja võtnud, sest meil on olnud nii vähe vaba aega, aga nii hea tunne on teada, et ma valmistun inimesi teenima nende emakeeles.

39 The Gerund (des-Form)

A. **1.** saades **2.** olles **3.** õpetades **4.** lugedes **5.** lauldes **6.** kutsudes **7.** otsides **8.** kuuletudes

B. **1.** uskudes **2.** süües **3.** minnes **4.** lugedes **5.** elades **6.** mõtiskledes

C. **1.** Jumal saatis meid siia teades, et see elu oleks raske. **2.** Jeesus Kristus viis täide lepituse, kuuletudes oma Isa tahele. **3.** Me saame ilmutusi kirikuga tutvujate eest, uurides pühakirju. **4.** Me tugevdame ennast paastudes. **5.** Ma pean Tarkuse sõnast kinni elades tervislikult. **6.** Jeesus sai ristitud, näidates meile eeskuju.

D. **1.** Be patient with yourself as you try to do right things and correct mistakes that have been made. **2.** Jesus Christ showed us the example by being baptized to "fulfill all righteousness" (Matthew 3:15). **3.** You can convince yourself of the truth of these things by asking Heavenly Father in prayer. **4.** Studying the plan of salvation, you will find answers to these kinds of questions: "Where did I come from?" and "What is the purpose of my life?" **5.** Adam's descendants apostatized, deciding to be wicked. **6.** When you pray, believing in Christ, God will tell you through the power of the Holy Ghost that it is true. **7.** When we do good to others, we can feel good about ourselves. **8.** By loving others, we also love God.

E. **1.** Me saame tunda et Mormoni raamat on õige, lugedes seda. **2.** Teenides teisi, teenime Jumalat. **3.** Palju inimesi käivad kirikus otsides tõde. **4.** Homme me õpetame Pantelejev peret, jagades sõnumit perekondadest. **5.** Palvetades sain ma tunda vaimu tugevalt. **6.** Keskendudes Kristusele arened sa iga päev. **7.** Lugedes Piiblit saame õppida palju Jeesuse Kristuse elust. **8.** Helistades oma kirikuga tutvujatele, saame neile teada anda, et me neid armastame.

I. **1.** rääkides **2.** öeldes **3.** kõneledes **4.** öeldes **5.** kõneledes **6.** öeldes

40 The Present Passive

A. **1.** õpitakse, ei õpita **2.** loetakse, ei loeta **3.** ristitakse, ei ristita **4.** tõlgitakse, ei tõlgita **5.** antakse, ei anta **6.** teatakse, ei teata **7.** usutakse, ei usuta **8.** kasutatakse, ei kasutata **9.** arvatakse, ei arvata **10.** ollakse, ei olda **11.** tehakse, ei tehta **12.** võetakse, ei võeta **13.** minnakse, ei minda **14.** pannakse, ei panda **15.** tahetakse, ei taheta **16.** peetakse, ei peeta **17.** kantakse, ei kanta **18.** mõistetakse, ei mõisteta **19.** saadetakse, ei saadeta **20.** lastakse, ei lasta

B. **1.** Evangeeliumi õpetatakse kirikuga tutvujatele. **2.** Mormoni Raamatut tõlgitakse mitmesse keelde. **3.** Sel pühapäeval õpetatakse pühapäevakoolis ristimisest. **4.** Tema tervise eest palvetatakse. **5.** Seda raha kasutatakse misjonäride toetuseks. **6.** Ei usuta, et see on õige. **7.** Nii ei tehta. **8.** Meilt ei oodata rohkem, kui me suudame teha. **9.** Jumala kirikus ei jooda alkoholi. **10.** Üle maailma armastatakse oma peret. **11.** Päheõpitud palveid ei kasutata Jumalaga rääkimiseks. **12.** Jumalal on kahju kui tema nõuandeid ei järgita.

C. **1.** Jumal saadab misjonäre sinna, kus neid vaja on. **2.** Me tõlgendame pühakirju paljudel erinevatel viisidel. **3.**Aaroni preesterluse hoidjad õnnistavad sakramenti enne kui seda jagavad (enne kui seda jagatakse). **4.** Melkisedeki preesterluse hoidja ristib sind sel laupäeval. **5.** Me läheme tavaliselt pühapäeval kirikusse. **6.** Inimesed ei võta paljudes kohtades Mormoni raamatut vastu. **7.** Inimesed ei lase meid väga tihti uksest sisse. **8.** Me ei pea apokrüüfe meie kirikus Jumala sõnaks. **9.** Inimesed ei usu igal pool maailmas Jumalasse. **10.** Paljud inimesed usuvad, et Jumal ei kutsu enam prohveteid. **11.** Tänapäeval jutlustavad misjonärid evangeeliumit üle terve maailma. **12.** Jumal ei seleta meile tõde kui me ei ole selleks valmis.

D. **1.** This plan is called the plan of salvation. **2.** Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ. **3.** District meetings are held every week. **4.** The Holy Ghost is often called the Comforter. **5.** New ideas will be revealed to you all the time if you're worthy. **6.** After baptism, you are confirmed as the member of the Church, and you are given the gift of the Holy Ghost. **7.** In our Church, Mary is not considered to be more than a person. **8.** We are not judged solely on our desires. **9.** The phones are not used in the church! **10.** After the Resurrection, the body and spirit will never be separated. **11.** In talking to God, the word "teie" is not used. **12.** The priesthood will never be taken away from the earth again. **13.** His friend is now being taught of the life of Christ. **14.** National songs are sung at the Song Festival.

E. **1.** Sind õnnistatakse ilmutuse vaimuga. **2.** Vaimu häält kirjeldatakse pühakirjades. **3.** Evangeeliumit õpetatakse igas keeles ja igas riigis. **4.** Meid tänatakse oma teenimise eest kas selles või järgmises elus. **5.** Misjonäridelt palutakse kõiki inimesi austada. **6.** Meid määratakse aukuningriiki vastavalt oma ustavusele. **7.** Vastuseid elu küsimustele leiab tihti pühakirjadest. **8.** Lastele õpetatakse noorest east saadik evangeeliumist. **9.** Kedagi ei sunnita käskudest kinni pidama. **10.** Sisse tulles võetakse tavaliselt kingad jalast ära. **11.** Sõna "Vanem" kasutatakse et rõhutada misjonäri kutset ja ametit. **12.** Meie probleeme ei lahendata meie eest ära. **13.** Bassein täidetakse enne su ristimist veega. **14.** Sind tehakse tugevaks kui sa loed pühakirju. **15.** Meil palutakse annetada üks kümnendik oma sissetulekust. **16.** Kirikuhooned hoitakse puhtana liikmete abiga. **17.** Piiblit uuritakse üle maailma väga suure hoolega (väga tõsiselt). **18.** Meid julgustatakse evangeeliumit oma sõpradega jagada. **19.** Misjonäre ei saadeta kohtadesse kus neid ei vajata. **20.** Sulle määratakse Vaimu abiga kaaslane.

I. **1.** antakse **2.** kutsutakse **3.** kutsutakse **4.** kutsutakse **5.** õpetatakse **6.** tehakse **7.** jutustatakse **8.** kutsutakse

41 The Past Passive

A. **1.** õpiti, ei õpitud **2.** loeti, ei loetud **3.** ristiti, ei ristitud **4.** tõlgiti, ei tõlgitud **5.** anti, ei antud **6.** teati, ei teatud **7.** usuti, ei usutud **8.** kasutati, ei kasutatud **9.** arvati, ei arvatud **10.** oldi, ei oldud **11.** tehti, ei tehtud **12.** võeti, ei võetud **13.** mindi, ei mindud **14.** pandi, ei pandud **15.** taheti, ei tahetud **16.** peeti, ei peetud **17.** kanti, ei kantud **18.** mõisteti, mõistetud **19.** saadeti, ei saadetud **20.** lasti, ei lastud

B. **1.** Evangeeliumi õpetati apostlitele. **2.** Mormoni Raamatu kirjutati tuhandeid aastaid tagasi. **3.** Kui Nefilased parandasid meelt, neid ei hävitatud. **4.** Kristuse evangeeliumit ei moonutatud enne tema surma. **5.** Talle õpetati kümnise seadus juba pikka aega tagasi. **6.** Valgust ei nähtud kolm päeva pärast Kristuse surma. **7.** Mormoni Raamatut ei visatud ära. **8.** Palvetati, et tema saaks terveks. **9.** Täna kirikus räägiti ligimesearmastusest. **10.** Mul ei lastud üldse multikaid vaadata.

C. **1.** I was not taught to believe in God. **2.** Nephi was commanded to build a ship. **3.** My family was strengthened when we prayed together. **4.** The Nephites were not strengthened when they didn't remember their God. **5.** Joseph wasn't given food sometimes when he was in jail. **6.** The golden plates were not given for wealth. **7.** He was forgiven of all his sins. **8.** That has already been talked about so much here. **9.** Jesus was not respected in many places. **10.** My friend had not been taught correct principles.

D. **1.** Mind ristiti lapsena. **2.** Mind on kutsutud misjonäriks. **3.** Evangeeliumi ei taastatud Joseph Smithi kaudu kavatsuseta. **4.** Meile ei ole antud täiuslikku teadmist. **5.** Lehhil kästi unes lahkuda Jerusalemmast. **6.** Mormoni Raamatut ei ilmutatud kuni inimesed olid valmis. **7.** Teda oli alati viidud kirikusse. **8.** Minu kaaslase prillid leiti bussis. **9.** Mul paluti täna kõneleda lepitusest. **10.** Pühi on sadu aastaid kiusatud.

E. **1.** Seda maja ei ole pestud. **2.** Minu sõbrale anti raamat. **3.** Jeesuse evangeeliumi ei õpetatud kaua aega. **4.** Mind saadeti Eestisse misjonile.

F. **1.** *correct* **2.** Jeesus löödi risti. **3.** Neid Mormoni Raamatuid ei saadetud meile. **4.** Pärnus ei ole veel kirikuhoonet ehitatud. **5.** *correct* **6.** Peresid peetakse väga tähtsaks meie kirikus.

I. **1.** ristiti **2.** täideti **3.** kutsuti **4.** ristiti **5.** lisati

42 Using the Passive Correctly

A. **1.** Temaga vesteldakse neljapäeval. **2.** Seda probleemi on juba varem tõstatatud. **3.** Väidetakse, et naised on meestest targemad (targemad kui mehed). **4.** See rehv (kumm) vahetati kolm päeva tagasi. **5.** Mu ratas varastati eelmisel nädalavahetusel. **6.** Tema kodu ehitatakse välja. Tema kodus tehakse remonti. Tema kodu remonditakse. **7.** Homme tähistatakse võitu. **8.** Selles(t) kontoris(t) on igal õhtul viimased seitse aastat (viimase seitsme aasta jooksul) tolmu tõmmatud. **9.** Külalisi ei lubata pärast kella üheksat õhtul. **10.** Varas joosti poe ees (kohe poest väljas) pikali. **11.** Politsei ei tulistanud seda meest. **12.** Valmistatakse ilusat õhtusööki. **13.** See kiri kirjutati üle sajandi tagasi. **14.** Seda lossi on külastatud tuhandeid kordi. **15.** Ei käida lumelauaga sõitmas kui päike paistab. **16.** Tehti vigu. **17.** Osasid inimesi ei kohelda õiglaselt. **18.** Kas sind on kunagi elevant jalaga löönud?

B. **1.** kutsutakse **2.** ühendatakse **3.** taastatakse **4.** viiakse **5.** taastatakse **6.** tuuakse **7.** pannakse **8.** ei lahutata

Review: Actions and Events

A. Kiriku põhiüksus on perekond. **Armastades** inimkonda ja olles loonud Aadama, andis Jumal esimese asjana Aadamale Eeva. Abielu **loodi** kõige alguses inimeste kaitseks ja õnneks. Abielul on keskne koht Jumala igaveses plaanis oma laste päästmiseks. Viis, kuidas surelik elu **luuakse**, on jumalikult määratud ning seda **kaitstakse** abieluga. Abielu saab olla igavene üksnes siis, kui volitatud preesterluse hoidjad viivad läbi pitseerimistalituse pühades templites ning kui kokku pitseeritud abikaasad peavad kinni sõlmitud lepingutest. **Olles** abiellunud, peavad abikaasad teineteist armastama ja toetama ka siis kui on rasked ajad. Perekonnaelu õnn **saavutatakse** kõige tõenäolisemalt siis, kui see põhineb Jeesuse Kristuse õpetustel ja kui vanemad peavad oma perekonda esmatähtsaks.

B. Usk on väe põhimõte, mis pole tähtis ainult selles elus, vaid ka eesriidest teisel pool. Kristuse armus **päästetakse** meid kord usu kaudu Tema nimesse. Inimese usu tulevik ei sõltu juhusest, vaid valikust. **Olles valinud** uskuda, peame tegema kõik endast sõltuva, et meie usk kasvaks. Paljusid inimesi on imelisel kombel **juhatatud** tänu sellele, et nad on üritanud elada õigemeelselt. Meile on **antud** nii palju erinevaid viise oma usu kasvatamiseks: palve, kuulekus, ausus, puhtus mõtetes ja tegudes, ning omakasupüüdmatus. Kõige selle kõrval anti meile ka kõige suurem kink: Püha Vaimu and ja Jumala armastus. **Valides** uskumise, **aidatakse** meil enda leitud usust ka kinni hoida.

C. **1.** Mind õpetati uskuma Jumalasse ja Issandasse Jeesusesse Kristusesse. **2.** Kui sind ristitakse, saad sa kõikide oma pattude eest andeks. **3.** Tehes teistele head, võime ka ise end hästi tunda. **4.** Surnute eest ristimisi tehakse templis. **5.** Ristija Johannes ristis Jeesuse. **6.** Paljud inimesed räägivad misjonäridega otsides vastuseid. **7.** Mõnikord me peame käima usus. **8.** Olles loonud Maa, puhkasid Elohim ja Jehoova seitsmendal päeval.

43 *Eks* and *Ega*

A. **1.** Sa tuled homme kirikusse, eks? You are coming to church tomorrow, right? **2.** Ega sul külm ei ole? You're not cold, are you? **3.** Ega nad talle ära ei öelnud? They didn't tell him no, did they? **4.** Sinna sõidab autoga viis tundi, eks? It takes five hours to drive there in a car, right? **5.** Sinu vanemad läksid nädalavahetuseks maale, eks? Your parents went to the countryside for the weekend, right? **6.** Ega sa seda kõike ära ei söönud? You didn't eat that whole thing, did you?

44 The *ks*-Case

A. **1.** õnnetuks **2.** õppimiseks **3.** ehitamiseks **4.** puhtaks **5.** suureks, misjonäriks **6.** paheliseks **7.** õnnelikuks **8.** ristimiseks

B. **1.** Be bold and loving when you help people understand what they have to do to repent. **2.** Reading the scriptures makes our faith firm. **3.** Receiving the gift of the Holy Ghost is a great blessing in this life and at the same time a key to our salvation. **4.** Because of our sins, we cannot return to live with Heavenly Father without becoming clean. **5.** Actively make preparations to go to the temple. **6.** The first commandment that God gave to Adam and Eve pertained to their potential for parenthood. **7.** I always want to be ready for blessings, that God might give me. **8.** Following God's commandments makes me insanely happy.

C. **1.** Kui sa saad piisavalt vanaks, kas sa tahaksid minna misjonile? **2.** Käskudele kuuletumine teeb meid õnnelikuks. **3.** Ma olen siin vaid üheks päevaks - ma olen vahetusel. **4.** Mormoni Raamat on mõeldud lugemiseks. **5.** Jeesus tahab, et me muutuksime alandlikuks. **6.** Lepitus aitab meil Jumalale sarnaseks muutuda. **7.** Jeesus teadis algusest peale, et ta Maale tulles maailma päästjaks saab. **8.** Ma loodan, et mina saan ka kunagi lapsevanemaks.

Review: Judgment, Doubt, Emotion, Possibility, and Influence

A. Meie valgusotsingud muutuvad **edukamaks**, kui soovime märgata, millal valgus meie elus särama lööb. Tänapäeva pühakirjad defineerivad valguse ja annavad lubaduse neile, kes selle vastu võtavad: „See, mis on Jumalast, on valgus; ja see, kes saab valgust ja jätkab Jumalas, saab rohkem valgust ning see valgus kasvab üha **eredamaks** ja eredamaks, kuni saabub täiuslik päev.

B. Jeesus, jutustades tähendamissõna külvajast, selgitas: „Kui keegi kuningriigi sõna kuuleb **ega** saa aru, siis tuleb tige ja kisub ära selle, mis oli külvatud ta südamesse.” Meidki võib Saatan tõdedest kaugele meelitada ja meid õnnest **paljaks** varastada, kui me ei sea enda **eesmärgiks** Jeesuse **jüngriks** olemist ja nii evangeeliumi kuulmist kui ka mõistmist. **Ega** me elu olegi lõpmatu parema poole püüdlemine? Me kõik soovime saada **täiuslikuks**, aga ilma Jumala sõnata seda ei saa juhtuda.

C. **1.** Patt teeb meid õnnetuks. **2.** Ma tahan end oma ristimiseks ette valmistada. **3.** Lepitus annab meile võimaluse puhtaks saada. **4.** Ega sa kurb ei ole?

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THE CHURCH OF
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